

Evaluation of the Teacher-Training Curriculum...

AN EVALUATION OF THE TEACHER-TRAINING
CURRICULUM OF THE
BOUVÉ-BOSTON SCHOOL OF PHYSICAL EDUCATION

Margaret Rowe



Rowe, M.
1944

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An Evaluation of the Teacher-Training Curriculum
of the
Bouv -Boston School of Physical Education

Submitted by

Margaret Rowe
(B.S. in Ed., Boston University, 1939)

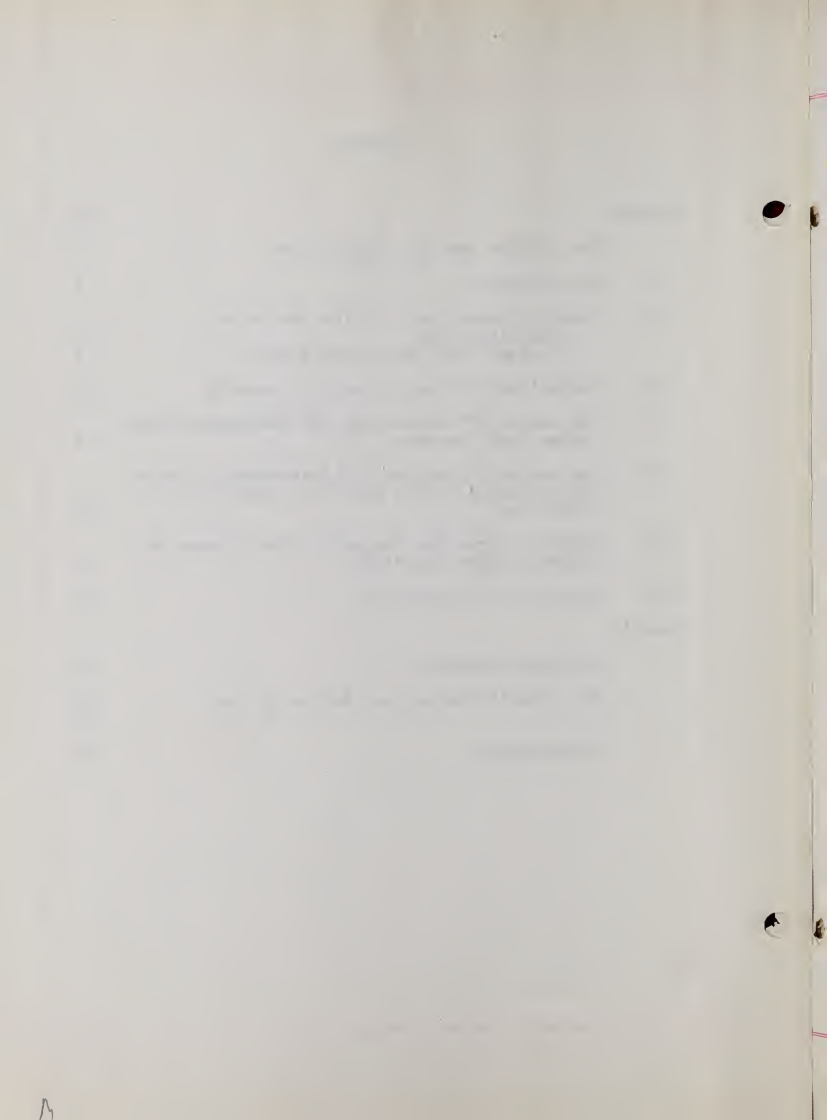
In partial fulfillment of requirements for
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1944

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Prof. M. Rowe
School of Education
May 1949

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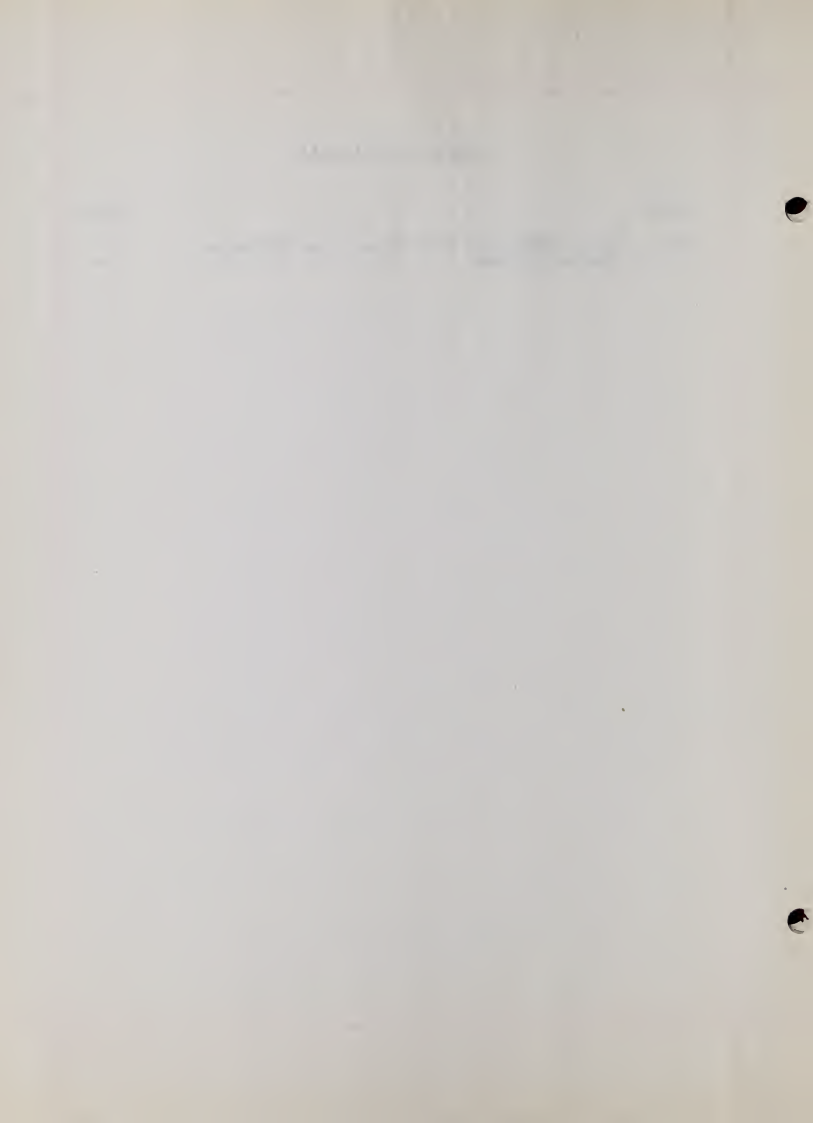
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I have been thinking of you very much lately
 and wondering how you are getting on.
 I hope you are well and happy.
 I have been very busy lately
 but I have managed to find some time
 to write you a few lines.
 I have been thinking of you very much lately
 and wondering how you are getting on.
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Chapter I

THE PROBLEM AND ITS SIGNIFICANCE

The Problem

The purpose of this study is to determine the effectiveness of the teacher-training curriculum of the Bouvé-Boston School of Physical Education in equipping its graduates to meet successfully the demands encountered in the first few years of teaching. The solution of this problem involves an attempt to answer the following questions:

1. What types of positions are held by the graduates?
2. What subjects and activities are they called upon to teach?
3. What responsibilities other than those of actual teaching are they expected to assume?
4. To what extent have they found their undergraduate training adequate? In what respects have they found lacks or inadequacies?

The Significance

The major objective of the teacher-training institution is to prepare its graduates to render effective service in the positions which they enter. In order to achieve this objective, it is highly desirable to have concrete information regarding the requirements of positions in the field, and regarding the opinions of the graduates as to the adequacy of their preparation. Such information will be an extremely

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important factor in any curriculum construction or revision undertaken by the teacher-training institution. Many follow-up studies of graduates have been made in various types of schools and have proven very valuable in pointing the way toward improvement of the curriculum and of the content of courses within the curriculum. Elliott says, "Job analysis is as necessary in physical education as in any phase of education. It is needed in order to set up standards for the kind and amount of training necessary for the adequately trained teacher and expert of physical education in all its many phases." ¹

No study of this nature has ever been made relating to the Bouvé-Boston School of Physical Education. Because the school is relatively small, it has been possible to keep in fairly close touch with many of the graduates, and thus to have a general idea of their progress in the field; but definite, organized data concerning their jobs and the adequacy of their training are entirely lacking. The information gained from the present study should give definite direction to the work of a recently formed committee on curriculum revision. In the report of a somewhat similar study undertaken at New York University, Johnson asserts that, "The data presented on the various aspects of the teaching positions, and the relation of the positions to the undergraduate preparation of the graduates studied may be used by the teacher-training school as a

¹Ruth Elliott, The Organization of Professional Training in Physical Education in State Universities. New York: Teacher's College, Columbia University, Contributions to Education, No. 268, 1927, Pg. 24.

criterion for their curriculum construction."¹ Gray, in a similar evaluation of the curriculum for men at Western State Teachers College, expresses the same point of view regarding the value of this type of study.²

¹Hilda Johnson, What are the Positions Held by the Women Graduates of the Physical Education Department of the School of Education of New York University; The Relation of Undergraduate Preparation to the Positions. Unpublished Master's Thesis. New York: New York University, 1939, Pg. 60.

²Mitchell J. Gray, An Evaluation of the Curriculum for Men at Western State Teachers College with Respect to the Requirements of Positions Held by the Alumni. Unpublished Master's Thesis. Minneapolis, Minnesota: University of Minnesota, 1940, Pg. 37.

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Chapter II

THE PROCEDURE

The information necessary for this study could be acquired only from the graduates themselves by means of the interview or questionnaire procedure. Since the interview was impossible because of the wide geographical distribution, a questionnaire¹ was sent to those graduates of the teacher-training course from the years 1939 to 1943 inclusive who had taught for at least half of a school year since graduation. With the questionnaire, there went a personal letter¹ explaining that the information and opinions given were to be used as one basis for curriculum revision to be undertaken at the school. Three weeks after the initial letter had been sent with the questionnaire, a follow-up card¹ was sent to all who had not responded.

The returns were extremely good. Table I indicates the number sent and returned from each class. In nearly every case, most or all of the questions were answered, and the number and length of additional comments, as well as the many letters accompanying the returned questionnaires, indicated a real interest and cooperation on the part of the graduates.

In preparing the questionnaire, an effort was made to avoid the possibility of vague and general comments on the part of those responding, and check lists were included wherever possible. A trial questionnaire was distributed to twenty-five

¹See Appendix.

Table I
QUESTIONNAIRES SENT AND RETURNED

Year of Graduation	Number Sent	Number Returned	Percentage of Returns
1939	17	11	64%
1940	11	8	72%
1941	20	19	95%
1942	26	25	96%
1943	28	27	96%
Total	102	90	88%

individuals, and, on the basis of their responses and criticisms, the final form was prepared. While much of the information asked for was of necessity subjective, it is felt that a sufficiently large number of returns was obtained to indicate definite trends of opinion which are of real value. The questionnaires were unsigned, which fact undoubtedly helped in securing entirely frank expressions of opinion. For the purpose of checking returns, each questionnaire was numbered and a key list kept.

Each item in the questionnaire was tabulated separately on master sheets developed for the purpose, and tables were constructed to show the results. Since numerical symbols were used for the expressions of opinion, it was possible to compute median scores for each item, thus arriving at a reasonably accurate composite or group evaluation. The numerical evaluation thus obtained was then translated in terms

of the opinion represented and tables prepared to show at a glance the group judgments concerning each activity or subject.

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Chapter III

TEACHING EXPERIENCES OF THE GRADUATES

Positions Held

Graduates of the Bouvé-Boston School of Physical Education are placed in a variety of teaching positions throughout the country. There are two courses at the school: the three-year normal course with a certificate, and the four-year course leading to a degree in education. The present study reveals a rather significant difference in the type of positions held by the two groups. Table II shows the number of graduates of each course for the past five years who have taught in various situations.

Of the three-year graduates, the largest number--twenty-four of the fifty-one answering--teach or have taught in private schools of the secondary school level. Nearly as many--twenty-three--have taught in public high schools. Twenty-two have taught in private lower schools, whereas only nine have taught in public elementary schools. The trend away from special teachers in the public elementary schools undoubtedly accounts in part for the small number in this field. Only five have taught in college, and of these, four have combined teaching in the college with study for a degree. Ten have taught in Y.W.C.A., and the rest are widely scattered in a variety of positions. It should be noted that at least eight graduates of the classes of 1939 and 1940 are engaged in

Table II
NUMBER OF GRADUATES WHO HOLD OR HAVE HELD VARIOUS
TYPES OF POSITIONS

	Graduate of 3-year course	Graduate of 4-year course
Public Elementary School	9	5
Public Secondary School	23	13
Private Lower School	22	6
Private Upper School	24	9
College	5	17
Y.W.C.A.	10	8
Settlement House	3	1
Recreation Center	2	1
School for Deaf	1	
Orphanage	1	
Other positions	2	1

U.S.O. or Red Cross recreational leadership overseas. This information is not included in the table, because no questionnaires were sent to those individuals.

Of the thirty-nine graduates of the four-year course on whom this study is based, the largest number--seventeen--teach or have taught in college departments. Three of this group have held teaching fellowships while working for graduate degrees. The next largest group is found in the public high schools, where thirteen have taught since graduation. Nine have taught in private upper schools, eight in Y.W.C.A. Only

six have taught in private lower schools, and only five in public elementary schools.

Other types of positions held include: teaching exercises in a Reconditioning Salon, recreational leadership and teaching in a nurse's residence, teaching in a nursery school, and teaching private dancing classes.

Table III indicates the status in the various departments in which the graduates have taught. It will be noted that the largest proportion of both three-year and four-year graduates are members of departments consisting of two persons. A much larger percentage of four-year graduates are members of larger departments of three or more than in the case of the three-year graduates; whereas a larger proportion of three-year graduates than of four-year graduates are the only members of their respective departments. A significantly larger percentage of the four-year graduates have served as heads of departments, although, as is to be expected with recent graduates, the number is relatively small.

Subjects or Activities Taught

At the elementary school level it is clear that games of various kinds are taught by more people than is any other activity, with Folk Dance occurring next in order of frequency. In checking the activities taught, the graduates have included those taught in summer camps as well as in school situations. No attempt was made in this study to determine the proportion

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Table III
STATUS OF GRADUATES IN DEPARTMENTS OF
HEALTH AND PHYSICAL EDUCATION

	3-year Graduates		4-year Graduates	
	Number	Percentage	Number	Percentage
Only woman in department	23	37%	9	23%
One of two in department	27	43%	17	44%
Head of department	3	5%	5	13%
One of three or more in department	12	19%	13	33%
Head of department	1	1½%	2	5%

of total teaching time allotted to each activity, as it was felt that asking for that information would add too much to an already very long questionnaire. For the present purpose, it seemed sufficient to find out merely what activities the graduates have had occasion to teach. Table IV shows the number of graduates who have taught each activity.

In the list of activities for secondary school and college age groups, Basketball ranks first in order of frequency, followed closely by Gymnastic exercises. Frequent comments on the questionnaires indicate that the current war-time emphasis on physical fitness has brought about a great increase in the teaching of the so-called "conditioning" exercises.

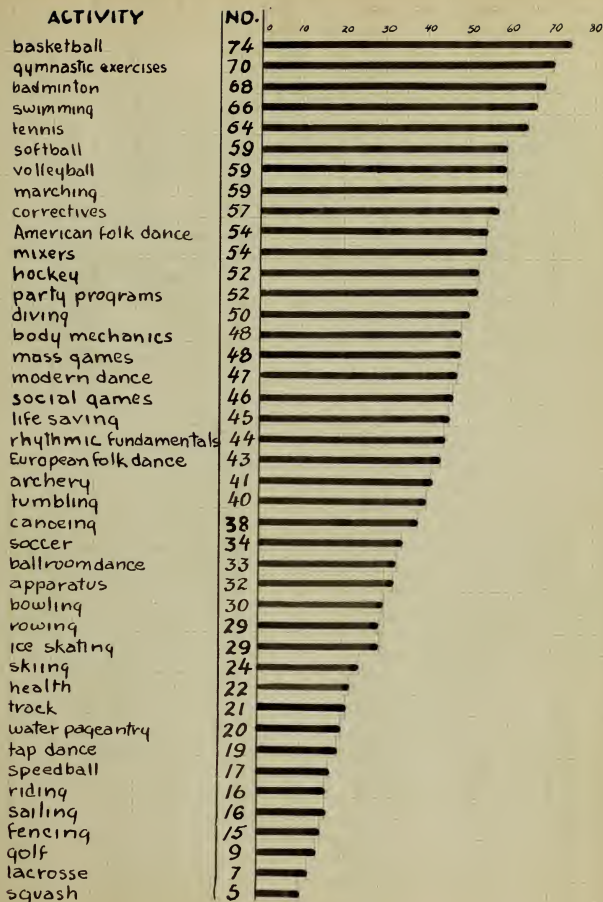
In general, sports rank highest in order of frequency, with Corrective Physical Education occurring well up in the list. American Folk (Country and Square dance) is taught by

Table IV

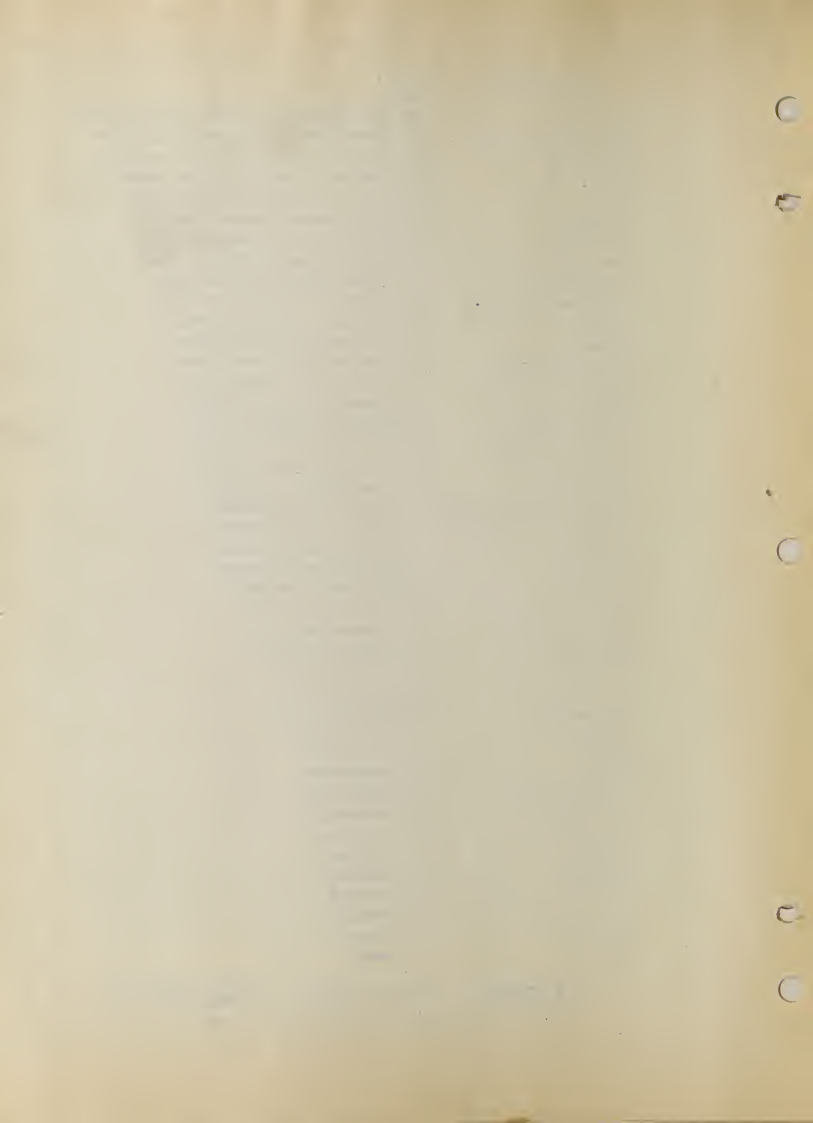
NUMBER WHO HAVE TAUGHT EACH SUBJECT AND ACTIVITY

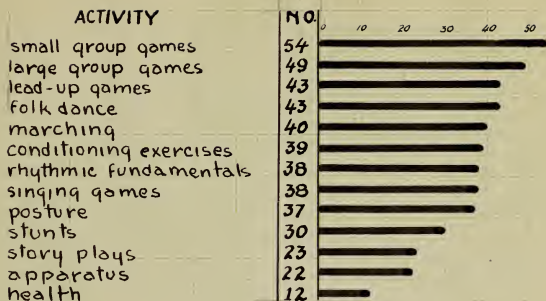
In the order of frequency for each age level

Elementary School Activities			
Activity	Number Teaching	Activity	Number Teaching
1. Small Group Games	54	8. Singing Games	38
2. Large Group Games	49	9. Posture	37
3. Lead-up Games	43	10. Stunts	30
4. Folk Dance	43	11. Story Plays	23
5. Marching	40	12. Apparatus	22
6. Gymnastic exercises	39	13. Health Teaching	12
7. Rhythmic Fundamentals	38		
Secondary School, College or Adult Activities			
Activity	Number Teaching	Activity	Number Teaching
1. Basketball	74	22. Archery	41
2. Gymnastic Exercises	70	23. Tumbling & Stunts	40
3. Badminton	68	24. Canoeing	38
4. Swimming	66	25. Soccer	34
5. Tennis	64	26. Ballroom Dance	33
6. Softball	59	27. Apparatus Activities	32
7. Volleyball	59	28. Bowling	30
8. Marching	59	29. Rowing	29
9. Corrective Physical Education	57	30. Ice Skating	29
10. American Folk Dance	54	31. Skiing	24
11. Mixers	54	32. Hygiene	22
12. Field Hockey	52	33. Track and Field	21
13. Party Programs	52	34. Water Pageantry	20
14. Diving	50	35. Tap Dance	19
15. Body Mechanics	48	36. Speedball	17
16. Mass Games	48	37. Riding	16
17. Modern Dance	47	38. Sailing	16
18. Social Games	46	39. Fencing	15
19. Lifesaving	45	40. Golf	9
20. Rhythmic Fundamentals	44	41. Lacrosse	7
21. European Folk Dance	43	42. Squash	5

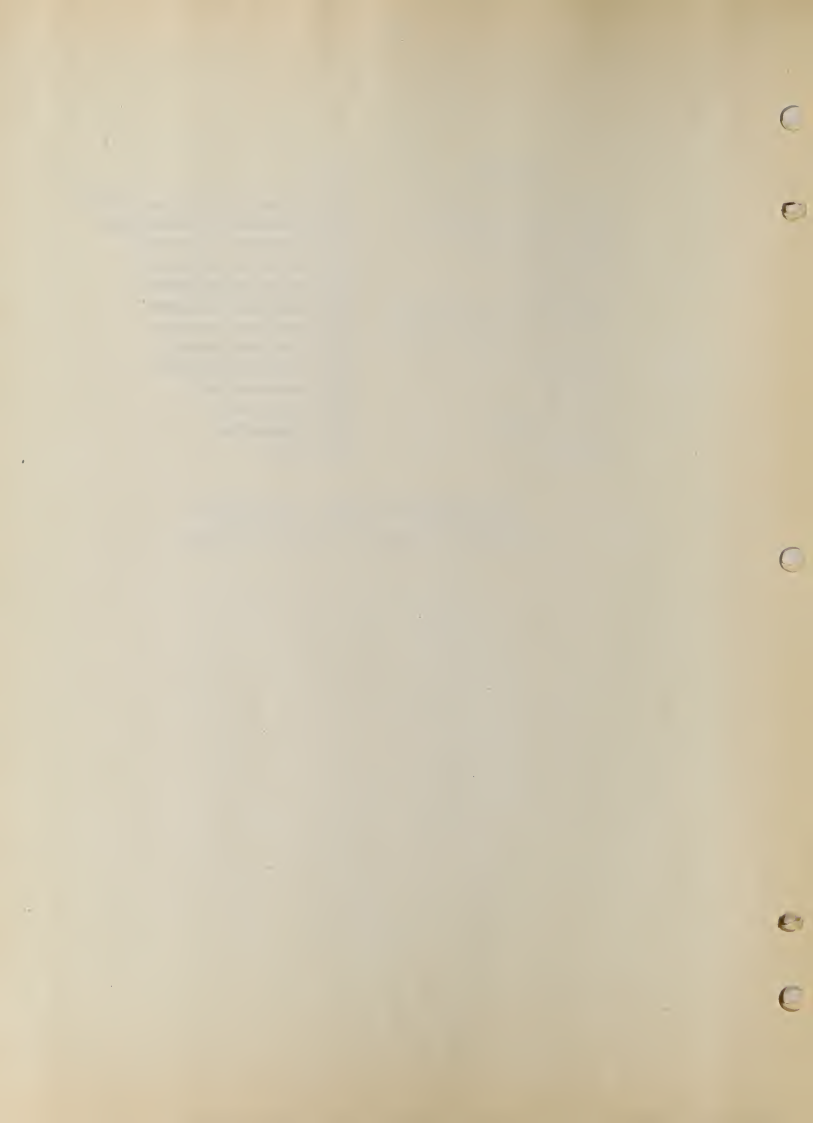


SECONDARY SCHOOL, COLLEGE ^{and} ADULT ACTIVITIES
number who teach or have taught each





ELEMENTARY SCHOOL ACTIVITIES
number who teach or have taught each



more people than is any other form of dance, with Modern Dance and Rhythmic Fundamentals next on the list of rhythmic activities.

Relatively few (twenty-two of the ninety returns studied) teach Hygiene or Health Education as a definite course, although comments on the questionnaires indicate that at least twenty additional persons assume some responsibility for incidental instruction in healthful living.

The very small number of graduates who have taught Golf, Lacrosse, or Squash suggests the possibility of considering the omission of these activities from the teacher-training curriculum. While Fencing is actually taught by comparatively few, several indicated the desirability of enough knowledge of that activity to enable them to prepare pupils for fencing scenes in school dramatics. While only sixteen individuals have actually taught riding, twelve more stressed the desirability of sufficient personal skill to enable them to chaperone riding groups with confidence.

In addition to those activities and subjects listed in Table IV, the following were mentioned in the returned questionnaires: Roller Skating--five persons teaching; Bicycling--four; Touch Football; Riflery; Cheer-leading; Handcraft; Group singing--two; Boys' Basketball, Boys' Baseball; Course in methods of coaching sports; Recreational leadership course; Social Hygiene; fourth grade reading and history; Physiology; European History; Practical Mathematics;

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General Science. While it is obviously impossible to prepare every graduate adequately to meet every possible contingency, it is well to be aware of the possible demands and at least to make some attempt to provide students with good reference material for those activities which are not included in the curriculum.

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 system is not a simple one. It is a
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Chapter IV

EVALUATION OF PREPARATION FOR TEACHING

Elementary School Activities

In general, the returns indicate reasonable satisfaction with regard to undergraduate preparation for teaching most of the activities for children of elementary school age. Table V shows in detail the number of graduates expressing each opinion concerning their preparation in this field, with respect to amount of usable teaching material and method. The only subjects or activities in which any significant number of graduates feel inadequately prepared are: Stunts, Apparatus activities, and Health teaching. Table VI indicates at a glance the group judgment regarding preparation. This was derived from a computation of the median scores of the numerical evaluations for each item.

Activities for Secondary School, College or Adult Groups

Since there is so much duplication of activities for high school and college, one list was prepared in the questionnaire,¹ with space for expressing opinions concerning the opportunities for development of personal skill, material and method for high school, and material and method for college or other adult groups. For purposes of convenience in studying the returns, these activities were grouped according the following categories: Team Sports; Individual and Dual Sports; Aquatics; Rhythmical Activities; Health, Gymnastics, and Corrective

¹See Appendix.

Physical Education; Games and Social Recreation. Tables VII, VIII, IX, X, XI, and XII show the numbers expressing each opinion with respect to preparation in these activities.

From the numerical evaluations shown in the preceding tables, median scores were obtained for each item in order to arrive at a figure which would represent the group judgment. Contrary to expectation, there proved to be very few significant differences in the five columns for each activity: skill, material for high school, material for college, method for high school, method for college. Consequently, it was possible to translate the median scores in terms of the opinion represented by the score for each activity. This was done, and the results are shown in Table XIII, which indicates the group judgment of preparation for teaching activities for Secondary School and College.

It should be noted that some of the activities in which preparation was felt by the majority to be inadequate; namely, Fencing, Golf, and Squash, are taught by relatively few of the graduates, as is shown in Table IV. This is to be expected, since necessary equipment and facilities are expensive and difficult to obtain in most situations; and because of that fact, very little time has been allotted in the curriculum of the Bouvé-Boston School of Physical Education for these sports. Diving and Water Pageantry, also felt by many to be inadequately presented, have recently been allotted more time in the curriculum.

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is not the same as it was in the past. The
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conditions are now such that the work is done
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Table V

EVALUATION OF PREPARATION FOR TEACHING ELEMENTARY
SCHOOL ACTIVITIES

Number Expressing Each Opinion

- 1 = Little or no preparation
2 = Inadequate preparation
3 = Reasonably adequate preparation
4 = Excellent preparation
5 = More time spent in preparation than necessary

Activity	Evaluation	Material	Method
Games Large Group	1	1	0
	2	4	1
	3	27	29
	4	34	35
	5	1	0
Games Small Group	1	0	0
	2	8	3
	3	25	27
	4	37	42
	5	3	0
Games Lead-up athletic	1	0	0
	2	10	3
	3	33	35
	4	26	28
	5	0	1
Games Singing	1	3	1
	2	4	2
	3	25	24
	4	29	35
	5	1	1
Rhythmic Fundamentals	1	4	3
	2	13	11
	3	22	25
	4	22	21
	5	0	1
Folk Dance	1	0	0
	2	9	9
	3	32	28
	4	21	28
	5	1	1

STATE OF NEW YORK

IN SENATE

JANUARY 10, 1900

REPORT OF THE

COMMISSIONER OF THE LAND OFFICE

FOR THE YEAR 1899

LANDS BELONGING TO THE STATE				AMOUNT OF LANDS
CLASS OF LANDS	NUMBER OF PARCELS	ACRES	SQUARE MILES	
1. Lands reserved for the State	1,234	56,789	1,234	1,234
2. Lands reserved for the State	5,678	234,567	5,678	5,678
3. Lands reserved for the State	12,345	567,890	12,345	12,345
4. Lands reserved for the State	23,456	1,234,567	23,456	23,456
5. Lands reserved for the State	34,567	1,789,012	34,567	34,567
6. Lands reserved for the State	45,678	2,345,678	45,678	45,678
7. Lands reserved for the State	56,789	2,890,123	56,789	56,789
8. Lands reserved for the State	67,890	3,456,789	67,890	67,890
9. Lands reserved for the State	78,901	4,012,345	78,901	78,901
10. Lands reserved for the State	89,012	4,567,890	89,012	89,012
11. Lands reserved for the State	90,123	5,123,456	90,123	90,123
12. Lands reserved for the State	101,234	5,678,901	101,234	101,234
13. Lands reserved for the State	112,345	6,234,567	112,345	112,345
14. Lands reserved for the State	123,456	6,789,012	123,456	123,456
15. Lands reserved for the State	134,567	7,345,678	134,567	134,567
16. Lands reserved for the State	145,678	7,890,123	145,678	145,678
17. Lands reserved for the State	156,789	8,456,789	156,789	156,789
18. Lands reserved for the State	167,890	9,012,345	167,890	167,890
19. Lands reserved for the State	178,901	9,567,890	178,901	178,901
20. Lands reserved for the State	189,012	10,123,456	189,012	189,012
21. Lands reserved for the State	190,123	10,678,901	190,123	190,123
22. Lands reserved for the State	201,234	11,234,567	201,234	201,234
23. Lands reserved for the State	212,345	11,789,012	212,345	212,345
24. Lands reserved for the State	223,456	12,345,678	223,456	223,456
25. Lands reserved for the State	234,567	12,890,123	234,567	234,567
26. Lands reserved for the State	245,678	13,456,789	245,678	245,678
27. Lands reserved for the State	256,789	14,012,345	256,789	256,789
28. Lands reserved for the State	267,890	14,567,890	267,890	267,890
29. Lands reserved for the State	278,901	15,123,456	278,901	278,901
30. Lands reserved for the State	289,012	15,678,901	289,012	289,012
31. Lands reserved for the State	290,123	16,234,567	290,123	290,123
32. Lands reserved for the State	301,234	16,789,012	301,234	301,234
33. Lands reserved for the State	312,345	17,345,678	312,345	312,345
34. Lands reserved for the State	323,456	17,890,123	323,456	323,456
35. Lands reserved for the State	334,567	18,456,789	334,567	334,567
36. Lands reserved for the State	345,678	19,012,345	345,678	345,678
37. Lands reserved for the State	356,789	19,567,890	356,789	356,789
38. Lands reserved for the State	367,890	20,123,456	367,890	367,890
39. Lands reserved for the State	378,901	20,678,901	378,901	378,901
40. Lands reserved for the State	389,012	21,234,567	389,012	389,012
41. Lands reserved for the State	390,123	21,789,012	390,123	390,123
42. Lands reserved for the State	401,234	22,345,678	401,234	401,234
43. Lands reserved for the State	412,345	22,890,123	412,345	412,345
44. Lands reserved for the State	423,456	23,456,789	423,456	423,456
45. Lands reserved for the State	434,567	24,012,345	434,567	434,567
46. Lands reserved for the State	445,678	24,567,890	445,678	445,678
47. Lands reserved for the State	456,789	25,123,456	456,789	456,789
48. Lands reserved for the State	467,890	25,678,901	467,890	467,890
49. Lands reserved for the State	478,901	26,234,567	478,901	478,901
50. Lands reserved for the State	489,012	26,789,012	489,012	489,012
51. Lands reserved for the State	490,123	27,345,678	490,123	490,123
52. Lands reserved for the State	501,234	27,890,123	501,234	501,234
53. Lands reserved for the State	512,345	28,456,789	512,345	512,345
54. Lands reserved for the State	523,456	29,012,345	523,456	523,456
55. Lands reserved for the State	534,567	29,567,890	534,567	534,567
56. Lands reserved for the State	545,678	30,123,456	545,678	545,678
57. Lands reserved for the State	556,789	30,678,901	556,789	556,789
58. Lands reserved for the State	567,890	31,234,567	567,890	567,890
59. Lands reserved for the State	578,901	31,789,012	578,901	578,901
60. Lands reserved for the State	589,012	32,345,678	589,012	589,012
61. Lands reserved for the State	590,123	32,890,123	590,123	590,123
62. Lands reserved for the State	601,234	33,456,789	601,234	601,234
63. Lands reserved for the State	612,345	34,012,345	612,345	612,345
64. Lands reserved for the State	623,456	34,567,890	623,456	623,456
65. Lands reserved for the State	634,567	35,123,456	634,567	634,567
66. Lands reserved for the State	645,678	35,678,901	645,678	645,678
67. Lands reserved for the State	656,789	36,234,567	656,789	656,789
68. Lands reserved for the State	667,890	36,789,012	667,890	667,890
69. Lands reserved for the State	678,901	37,345,678	678,901	678,901
70. Lands reserved for the State	689,012	37,890,123	689,012	689,012
71. Lands reserved for the State	690,123	38,456,789	690,123	690,123
72. Lands reserved for the State	701,234	39,012,345	701,234	701,234
73. Lands reserved for the State	712,345	39,567,890	712,345	712,345
74. Lands reserved for the State	723,456	40,123,456	723,456	723,456
75. Lands reserved for the State	734,567	40,678,901	734,567	734,567
76. Lands reserved for the State	745,678	41,234,567	745,678	745,678
77. Lands reserved for the State	756,789	41,789,012	756,789	756,789
78. Lands reserved for the State	767,890	42,345,678	767,890	767,890
79. Lands reserved for the State	778,901	42,890,123	778,901	778,901
80. Lands reserved for the State	789,012	43,456,789	789,012	789,012
81. Lands reserved for the State	790,123	44,012,345	790,123	790,123
82. Lands reserved for the State	801,234	44,567,890	801,234	801,234
83. Lands reserved for the State	812,345	45,123,456	812,345	812,345
84. Lands reserved for the State	823,456	45,678,901	823,456	823,456
85. Lands reserved for the State	834,567	46,234,567	834,567	834,567
86. Lands reserved for the State	845,678	46,789,012	845,678	845,678
87. Lands reserved for the State	856,789	47,345,678	856,789	856,789
88. Lands reserved for the State	867,890	47,890,123	867,890	867,890
89. Lands reserved for the State	878,901	48,456,789	878,901	878,901
90. Lands reserved for the State	889,012	49,012,345	889,012	889,012
91. Lands reserved for the State	890,123	49,567,890	890,123	890,123
92. Lands reserved for the State	901,234	50,123,456	901,234	901,234
93. Lands reserved for the State	912,345	50,678,901	912,345	912,345
94. Lands reserved for the State	923,456	51,234,567	923,456	923,456
95. Lands reserved for the State	934,567	51,789,012	934,567	934,567
96. Lands reserved for the State	945,678	52,345,678	945,678	945,678
97. Lands reserved for the State	956,789	52,890,123	956,789	956,789
98. Lands reserved for the State	967,890	53,456,789	967,890	967,890
99. Lands reserved for the State	978,901	54,012,345	978,901	978,901
100. Lands reserved for the State	989,012	54,567,890	989,012	989,012

Table V (Continued)

EVALUATION OF PREPARATION FOR TEACHING ELEMENTARY
SCHOOL ACTIVITIES

Number Expressing Each Opinion

- 1 = Little or no preparation
2 = Inadequate preparation
3 = Reasonably adequate preparation
4 = Excellent preparation
5 = More time spent in preparation than necessary

Activity	Evaluation	Material	Method
Apparatus	1	3	3
	2	21	14
	3	26	21
	4	20	17
	5	1	1
Conditioning Exercises	1	1	1
	2	7	4
	3	29	22
	4	27	32
	5	1	2
Marching	1	0	0
	2	9	7
	3	23	27
	4	30	27
	5	2	2
Posture	1	1	1
	2	4	3
	3	24	18
	4	37	43
	5	0	0
Story Plays	1	2	1
	2	7	5
	3	22	18
	4	26	33
	5	0	0
Stunts	1	4	4
	2	12	9
	3	22	27
	4	25	23
	5	0	0
Health Teaching	1	6	9
	2	28	26
	3	13	14
	4	4	2
	5	0	0

Table VI

¹GROUP JUDGMENT OF PREPARATION FOR TEACHING
ELEMENTARY SCHOOL ACTIVITIES

Activity	Inadequate	Reasonably Adequate	Excellent
Large Group Games			*
Small Group Games			*
Lead-up Athletic Games		*	
Singing Games		*	
Rhythmic Fundamentals		*	
Folk Dance		*	
Apparatus Activities		*	
Conditioning Exercises			*
Marching			*
Posture			*
Story Plays			*
Stunts		*	
Health Teaching	*		

¹Based on median scores of the numerical evaluations as shown in Table V.

Table VII

EVALUATION OF PREPARATION FOR TEACHING TEAM SPORTS

Number Expressing Each Opinion

- 1 = Little or no preparation
 2 = Inadequate preparation
 3 = Reasonably adequate preparation
 4 = Excellent preparation
 5 = More time spent in preparation than necessary

Activity	Evaluation	Skill	Material for:		Method for:	
			High School	College or Adult	High School	College or Adult
Basketball	1	1	0	0	0	0
	2	3	2	2	5	3
	3	20	14	20	21	19
	4	43	51	32	40	30
	5	2	0	0	0	0
Field Hockey	1	1	0	0	0	0
	2	3	2	2	5	3
	3	20	14	20	23	18
	4	45	53	33	46	32
	5	2	0	0	0	0
Lacrosse	1	1	4	3	5	3
	2	19	16	19	20	20
	3	29	30	18	24	17
	4	8	7	4	5	7
	5	0	0	0	0	0
Soccer	1	8	4	7	6	7
	2	26	17	16	15	12
	3	22	29	24	29	25
	4	5	6	2	7	3
	5	0	1	0	1	0
Softball	1	0	0	0	0	0
	2	1	2	4	5	7
	3	35	36	23	32	23
	4	36	34	27	34	24
	5	2	0	0	1	0
Speedball	1	10	8	8	7	7
	2	18	13	12	12	8
	3	21	23	20	23	20
	4	3	6	5	6	5
	5	0	0	0	0	0
Volleyball	1	2	2	2	2	2
	2	14	13	10	14	10
	3	40	34	28	24	25
	4	13	20	17	19	19
	5	2	1	0	1	0

UNITED STATES DEPARTMENT OF AGRICULTURE OFFICE OF THE SECRETARY WASHINGTON, D. C.

REPORT OF THE

COMMISSIONER OF THE GENERAL LAND OFFICE

FOR THE YEAR 1900

LANDS IN THE PUBLIC DOMAIN				AMOUNT OF LANDS	REVENUE
STATE	SECTION	TOWNSHIP	RANGE		
Alabama	1	1	1		
Alabama	2	2	2		
Alabama	3	3	3		
Alabama	4	4	4		
Alabama	5	5	5		
Alabama	6	6	6		
Alabama	7	7	7		
Alabama	8	8	8		
Alabama	9	9	9		
Alabama	10	10	10		
Alabama	11	11	11		
Alabama	12	12	12		
Alabama	13	13	13		
Alabama	14	14	14		
Alabama	15	15	15		
Alabama	16	16	16		
Alabama	17	17	17		
Alabama	18	18	18		
Alabama	19	19	19		
Alabama	20	20	20		
Alabama	21	21	21		
Alabama	22	22	22		
Alabama	23	23	23		
Alabama	24	24	24		
Alabama	25	25	25		
Alabama	26	26	26		
Alabama	27	27	27		
Alabama	28	28	28		
Alabama	29	29	29		
Alabama	30	30	30		
Alabama	31	31	31		
Alabama	32	32	32		
Alabama	33	33	33		
Alabama	34	34	34		
Alabama	35	35	35		
Alabama	36	36	36		
Alabama	37	37	37		
Alabama	38	38	38		
Alabama	39	39	39		
Alabama	40	40	40		
Alabama	41	41	41		
Alabama	42	42	42		
Alabama	43	43	43		
Alabama	44	44	44		
Alabama	45	45	45		
Alabama	46	46	46		
Alabama	47	47	47		
Alabama	48	48	48		
Alabama	49	49	49		
Alabama	50	50	50		
Alabama	51	51	51		
Alabama	52	52	52		
Alabama	53	53	53		
Alabama	54	54	54		
Alabama	55	55	55		
Alabama	56	56	56		
Alabama	57	57	57		
Alabama	58	58	58		
Alabama	59	59	59		
Alabama	60	60	60		
Alabama	61	61	61		
Alabama	62	62	62		
Alabama	63	63	63		
Alabama	64	64	64		
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Alabama	66	66	66		
Alabama	67	67	67		
Alabama	68	68	68		
Alabama	69	69	69		
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Alabama	90	90	90		
Alabama	91	91	91		
Alabama	92	92	92		
Alabama	93	93	93		
Alabama	94	94	94		
Alabama	95	95	95		
Alabama	96	96	96		
Alabama	97	97	97		
Alabama	98	98	98		
Alabama	99	99	99		
Alabama	100	100	100		
Alabama	101	101	101		
Alabama	102	102	102		
Alabama	103	103	103		
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Alabama	105	105	105		
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Alabama	156	156	156		
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Alabama	189	189	189		
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Alabama	192	192	192		
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Alabama	194	194	194		
Alabama	195	195	195		
Alabama	196	196	196		
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Alabama	198	198	198		
Alabama	199	199	199		
Alabama	200	200	200		
Alabama	201	201	201		
Alabama	202	202	202		
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Alabama	204	204	204		
Alabama	205	205	205		
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Alabama	225	225	225		
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Alabama	276	276	276		
Alabama	277	277	277		
Alabama	278	278	278		
Alabama	279	279	279		
Alabama	280	280	280		
Alabama	281	281	281		
Alabama	282	282	282		
Alabama	283	283	283		
Alabama	284	284	284		
Alabama	285	285	285		
Alabama	286	286	286		
Alabama	287	287	287		
Alabama	288	288	288		

Table VIII
EVALUATION OF PREPARATION FOR TEACHING
INDIVIDUAL AND DUAL SPORTS

Number Expressing Each Opinion

- 1 = Little or no preparation
2 = Inadequate preparation
3 = Reasonably adequate preparation
4 = Excellent preparation
5 = More time spent in preparation than necessary

Activity	Evaluation	Skill	Material for:		Method for:	
			High School	College or Adult	High School	College or Adult
Archery	1	0	0	0	0	0
	2	1	2	4	1	1
	3	25	30	28	29	26
	4	37	28	20	29	25
	5	2	2	1	2	1
Badminton	1	1	2	1	1	0
	2	26	17	13	14	14
	3	25	36	29	37	26
	4	19	15	13	17	16
	5	2	1	0	1	0
Bowling	1	3	3	1	3	1
	2	12	14	14	11	9
	3	41	37	33	38	36
	4	8	7	7	7	5
	5	0	0	0	0	0
Canoeing	1	0	0	0	0	0
	2	3	4	4	3	2
	3	34	38	26	36	28
	4	30	25	20	27	20
	5	0	0	0	0	0
Fencing	1	2	2	4	5	5
	2	21	29	25	23	20
	3	22	20	15	21	21
	4	15	5	4	6	4
	5	0	0	0	0	0
Golf	1	6	9	6	7	4
	2	29	24	19	26	21
	3	16	12	17	14	15
	4	4	5	3	4	3
	5	0	0	0	0	0
Riding	1	0	2	2	3	4
	2	8	9	8	9	7
	3	28	22	24	16	15
	4	10	13	8	16	12
	5	0	0	0	0	0

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

RESEARCH REPORT

BY

DR. J. H. HARRIS

AND

DR. J. H. HARRIS

TABLE I			
Summary of experimental results			
Run	Time, min.	Yield, %	Notes
1	10	100	
2	20	100	
3	30	100	
4	40	100	
5	50	100	
6	60	100	
7	70	100	
8	80	100	
9	90	100	
10	100	100	
11	110	100	
12	120	100	
13	130	100	
14	140	100	
15	150	100	
16	160	100	
17	170	100	
18	180	100	
19	190	100	
20	200	100	
21	210	100	
22	220	100	
23	230	100	
24	240	100	
25	250	100	
26	260	100	
27	270	100	
28	280	100	
29	290	100	
30	300	100	
31	310	100	
32	320	100	
33	330	100	
34	340	100	
35	350	100	
36	360	100	
37	370	100	
38	380	100	
39	390	100	
40	400	100	
41	410	100	
42	420	100	
43	430	100	
44	440	100	
45	450	100	
46	460	100	
47	470	100	
48	480	100	
49	490	100	
50	500	100	
51	510	100	
52	520	100	
53	530	100	
54	540	100	
55	550	100	
56	560	100	
57	570	100	
58	580	100	
59	590	100	
60	600	100	
61	610	100	
62	620	100	
63	630	100	
64	640	100	
65	650	100	
66	660	100	
67	670	100	
68	680	100	
69	690	100	
70	700	100	
71	710	100	
72	720	100	
73	730	100	
74	740	100	
75	750	100	
76	760	100	
77	770	100	
78	780	100	
79	790	100	
80	800	100	
81	810	100	
82	820	100	
83	830	100	
84	840	100	
85	850	100	
86	860	100	
87	870	100	
88	880	100	
89	890	100	
90	900	100	
91	910	100	
92	920	100	
93	930	100	
94	940	100	
95	950	100	
96	960	100	
97	970	100	
98	980	100	
99	990	100	
100	1000	100	

Table VIII(Continued)

EVALUATION OF PREPARATION FOR TEACHING
INDIVIDUAL AND DUAL SPORTS

Number Expressing Each Opinion

- 1 = Little or no preparation
2 = Inadequate preparation
3 = Reasonably adequate preparation
4 = Excellent preparation
5 = More time spent in preparation than necessary

Activity	Evaluation	Skill	Material for:		Method for:	
			High School	College or Adult	High School	College or Adult
Rowing	1	1	2	2	1	2
	2	4	5	5	5	4
	3	39	38	26	36	25
	4	17	16	15	19	16
	5	1	0	0	0	0
Sailing	1	5	5	5	5	5
	2	20	17	16	18	16
	3	25	22	16	20	16
	4	8	12	10	9	10
	5	0	0	0	0	0
Skating	1	1	5	5	6	6
	2	12	22	24	14	13
	3	31	27	19	30	25
	4	17	6	5	10	7
	5	1	0	0	0	0
Skiing	1	3	5	5	4	4
	2	12	19	21	16	17
	3	24	24	17	25	18
	4	21	10	10	12	9
	5	0	0	0	0	0
Squash	1	8	8	7	8	6
	2	32	28	24	25	25
	3	14	15	14	16	11
	4	1	4	2	5	3
	5	1	0	0	0	0
Tennis	1	2	0	0	0	1
	2	16	3	4	2	2
	3	19	28	25	31	33
	4	30	36	27	32	32
	5	1	0	0	0	0

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2/15/00	UTILITIES	10.00	15.00
3/1/00	INSURANCE	15.00	0.00
3/15/00	SALES	75.00	75.00
4/1/00	PAYROLL	50.00	25.00
4/15/00	RENT	25.00	0.00
5/1/00	UTILITIES	10.00	10.00
5/15/00	INSURANCE	15.00	0.00
6/1/00	SALES	75.00	75.00
6/15/00	PAYROLL	50.00	25.00
7/1/00	RENT	25.00	0.00
7/15/00	UTILITIES	10.00	10.00
8/1/00	INSURANCE	15.00	0.00
8/15/00	SALES	75.00	75.00
9/1/00	PAYROLL	50.00	25.00
9/15/00	RENT	25.00	0.00
10/1/00	UTILITIES	10.00	10.00
10/15/00	INSURANCE	15.00	0.00
11/1/00	SALES	75.00	75.00
11/15/00	PAYROLL	50.00	25.00
12/1/00	RENT	25.00	0.00
12/15/00	UTILITIES	10.00	10.00
1/1/01	INSURANCE	15.00	0.00
1/15/01	SALES	75.00	75.00
2/1/01	PAYROLL	50.00	25.00
2/15/01	RENT	25.00	0.00
3/1/01	UTILITIES	10.00	10.00
3/15/01	INSURANCE	15.00	0.00
4/1/01	SALES	75.00	75.00
4/15/01	PAYROLL	50.00	25.00
5/1/01	RENT	25.00	0.00
5/15/01	UTILITIES	10.00	10.00
6/1/01	INSURANCE	15.00	0.00
6/15/01	SALES	75.00	75.00
7/1/01	PAYROLL	50.00	25.00
7/15/01	RENT	25.00	0.00
8/1/01	UTILITIES	10.00	10.00
8/15/01	INSURANCE	15.00	0.00
9/1/01	SALES	75.00	75.00
9/15/01	PAYROLL	50.00	25.00
10/1/01	RENT	25.00	0.00
10/15/01	UTILITIES	10.00	10.00
11/1/01	INSURANCE	15.00	0.00
11/15/01	SALES	75.00	75.00
12/1/01	PAYROLL	50.00	25.00
12/15/01	RENT	25.00	0.00
1/1/02	UTILITIES	10.00	10.00
1/15/02	INSURANCE	15.00	0.00
2/1/02	SALES	75.00	75.00
2/15/02	PAYROLL	50.00	25.00
3/1/02	RENT	25.00	0.00
3/15/02	UTILITIES	10.00	10.00
4/1/02	INSURANCE	15.00	0.00
4/15/02	SALES	75.00	75.00
5/1/02	PAYROLL	50.00	25.00
5/15/02	RENT	25.00	0.00
6/1/02	UTILITIES	10.00	10.00
6/15/02	INSURANCE	15.00	0.00
7/1/02	SALES	75.00	75.00
7/15/02	PAYROLL	50.00	25.00
8/1/02	RENT	25.00	0.00
8/15/02	UTILITIES	10.00	10.00
9/1/02	INSURANCE	15.00	0.00
9/15/02	SALES	75.00	75.00
10/1/02	PAYROLL	50.00	25.00
10/15/02	RENT	25.00	0.00
11/1/02	UTILITIES	10.00	10.00
11/15/02	INSURANCE	15.00	0.00
12/1/02	SALES	75.00	75.00
12/15/02	PAYROLL	50.00	25.00
1/1/03	RENT	25.00	0.00
1/15/03	UTILITIES	10.00	10.00
2/1/03	INSURANCE	15.00	0.00
2/15/03	SALES	75.00	75.00
3/1/03	PAYROLL	50.00	25.00
3/15/03	RENT	25.00	0.00
4/1/03	UTILITIES	10.00	10.00
4/15/03	INSURANCE	15.00	0.00
5/1/03	SALES	75.00	75.00
5/15/03	PAYROLL	50.00	25.00
6/1/03	RENT	25.00	0.00
6/15/03	UTILITIES	10.00	10.00
7/1/03	INSURANCE	15.00	0.00
7/15/03	SALES	75.00	75.00
8/1/03	PAYROLL	50.00	25.00
8/15/03	RENT	25.00	0.00
9/1/03	UTILITIES	10.00	10.00
9/15/03	INSURANCE	15.00	0.00
10/1/03	SALES	75.00	75.00
10/15/03	PAYROLL	50.00	25.00
11/1/03	RENT	25.00	0.00
11/15/03	UTILITIES	10.00	10.00
12/1/03	INSURANCE	15.00	0.00
12/15/03	SALES	75.00	75.00
1/1/04	PAYROLL	50.00	25.00
1/15/04	RENT	25.00	0.00
2/1/04	UTILITIES	10.00	10.00
2/15/04	INSURANCE	15.00	0.00
3/1/04	SALES	75.00	75.00
3/15/04	PAYROLL	50.00	25.00
4/1/04	RENT	25.00	0.00
4/15/04	UTILITIES	10.00	10.00
5/1/04	INSURANCE	15.00	0.00
5/15/04	SALES	75.00	75.00
6/1/04	PAYROLL	50.00	25.00
6/15/04	RENT	25.00	0.00
7/1/04	UTILITIES	10.00	10.00
7/15/04	INSURANCE	15.00	0.00
8/1/04	SALES	75.00	75.00
8/15/04	PAYROLL	50.00	25.00
9/1/04	RENT	25.00	0.00
9/15/04	UTILITIES	10.00	10.00
10/1/04	INSURANCE	15.00	0.00
10/15/04	SALES	75.00	75.00
11/1/04	PAYROLL	50.00	25.00
11/15/04	RENT	25.00	0.00
12/1/04	UTILITIES	10.00	10.00
12/15/04	INSURANCE	15.00	0.00
1/1/05	SALES	75.00	75.00
1/15/05	PAYROLL	50.00	25.00
2/1/05	RENT	25.00	0.00
2/15/05	UTILITIES	10.00	10.00
3/1/05	INSURANCE	15.00	0.00
3/15/05	SALES	75.00	75.00
4/1/05	PAYROLL	50.00	25.00
4/15/05	RENT	25.00	0.00
5/1/05	UTILITIES	10.00	10.00
5/15/05	INSURANCE	15.00	0.00
6/1/05	SALES	75.00	75.00
6/15/05	PAYROLL	50.00	25.00
7/1/05	RENT	25.00	0.00
7/15/05	UTILITIES	10.00	10.00
8/1/05	INSURANCE	15.00	0.00
8/15/05	SALES	75.00	75.00
9/1/05	PAYROLL	50.00	25.00
9/15/05	RENT	25.00	0.00
10/1/05	UTILITIES	10.00	10.00
10/15/05	INSURANCE	15.00	0.00
11/1/05	SALES	75.00	75.00
11/15/05	PAYROLL	50.00	25.00
12/1/05	RENT	25.00	0.00
12/15/05	UTILITIES	10.00	10.00
1/1/06	INSURANCE	15.00	0.00
1/15/06	SALES	75.00	75.00
2/1/06	PAYROLL	50.00	25.00
2/15/06	RENT	25.00	0.00
3/1/06	UTILITIES	10.00	10.00
3/15/06	INSURANCE	15.00	0.00
4/1/06	SALES	75.00	75.00
4/15/06	PAYROLL	50.00	25.00
5/1/06	RENT	25.00	0.00
5/15/06	UTILITIES	10.00	10.00
6/1/06	INSURANCE	15.00	0.00
6/15/06	SALES	75.00	75.00
7/1/06	PAYROLL	50.00	25.00
7/15/06	RENT	25.00	0.00
8/1/06	UTILITIES	10.00	10.00
8/15/06	INSURANCE	15.00	0.00
9/1/06	SALES	75.00	75.00
9/15/06	PAYROLL	50.00	25.00
10/1/06	RENT	25.00	0.00
10/15/06	UTILITIES	10.00	10.00
11/1/06	INSURANCE	15.00	0.00
11/15/06	SALES	75.00	75.00
12/1/06	PAYROLL	50.00	25.00
12/15/06	RENT	25.00	0.00
1/1/07	UTILITIES	10.00	10.00
1/15/07	INSURANCE	15.00	0.00
2/1/07	SALES	75.00	75.00
2/15/07	PAYROLL	50.00	25.00
3/1/07	RENT	25.00	0.00
3/15/07	UTILITIES	10.00	10.00
4/1/07	INSURANCE	15.00	0.00
4/15/07	SALES	75.00	75.00
5/1/07	PAYROLL	50.00	25.00
5/15/07	RENT	25.00	0.00
6/1/07	UTILITIES	10.00	10.00
6/15/07	INSURANCE	15.00	0.00
7/1/07	SALES	75.00	75.00
7/15/07	PAYROLL	50.00	25.00
8/1/07	RENT	25.00	0.00
8/15/07	UTILITIES	10.00	10.00
9/1/07	INSURANCE	15.00	0.00
9/15/07	SALES	75.00	75.00
10/1/07	PAYROLL	50.00	25.00
10/15/07	RENT	25.00	0.00
11/1/07	UTILITIES	10.00	10.00
11/15/07	INSURANCE	15.00	0.00
12/1/07	SALES	75.00	75.00
12/15/07	PAYROLL	50.00	25.00
1/1/08	RENT	25.00	0.00
1/15/08	UTILITIES	10.00	10.00
2/1/08	INSURANCE	15.00	0.00
2/15/08	SALES	75.00	75.00
3/1/08	PAYROLL	50.00	25.00
3/15/08	RENT	25.00	0.00
4/1/08	UTILITIES	10.00	10.00
4/15/08	INSURANCE	15.00	0.00
5/1/08	SALES	75.00	75.00
5/15/08	PAYROLL	50.00	25.00
6/1/08	RENT	25.00	0.00
6/15/08	UTILITIES	10.00	10.00
7/1/08	INSURANCE	15.00	0.00
7/15/08	SALES	75.00	75.00
8/1/08	PAYROLL	50.00	25.00
8/15/08	RENT	25.00	0.00
9/1/08	UTILITIES	10.00	10.00
9/15/08	INSURANCE	15.00	0.00
10/1/08	SALES	75.00	75.00
10/15/08	PAYROLL	50.00	25.00
11/1/08	RENT	25.00	0.00
11/15/08	UTILITIES	10.00	10.00
12/1/08	INSURANCE	15.00	0.00
12/15/08	SALES	75.00	75.00
1/1/09	PAYROLL	50.00	25.00
1/15/09	RENT	25.00	0.00
2/1/09	UTILITIES	10.00	10.00
2/15/09	INSURANCE	15.00	0.00
3/1/09	SALES	75.00	75.00
3/15/09	PAYROLL	50.00	25.00
4/1/09	RENT	25.00	0.00
4/15/09	UTILITIES	10.00	10.00
5/1/09	INSURANCE	15.00	0.00
5/15/09	SALES	75.00	75.00
6/1/09	PAYROLL	50.00	25.00
6/15/09	RENT	25.00	0.00
7/1/09	UTILITIES	10.00	10.00
7/15/09	INSURANCE	15.00	0.00
8/1/09	SALES	75.00	75.00
8/15/09	PAYROLL	50.00	25.00
9/1/09	RENT	25.00	0.00
9/15/09	UTILITIES	10.00	10.00
10/1/09	INSURANCE	15.00	0.00
10/15/09	SALES	75.00	75.00
11/1/09	PAYROLL	50.00	25.00
11/15/09	RENT	25.00	0.00
12/1/09	UTILITIES	10.00	10.00
12/15/09	INSURANCE	15.00	0.00
1/1/10	SALES	75.00	75.00
1/15/10	PAYROLL	50.00	25.00
2/1/10	RENT	25.00	0.00
2/15/10	UTILITIES	10.00	10.00
3/1/10	INSURANCE	15.00	0.00
3/15/10	SALES	75.00	75.00
4/1/10	PAYROLL	50.00	25.00
4/15/10	RENT	25.00	0.00
5/1/10	UTILITIES	10.00	10.00
5/15/10	INSURANCE	15.00	0.00
6/1/10	SALES	75.00	75.00
6/15/10	PAYROLL	50.00	25.00
7/1/10	RENT	25.00	0.00
7/15/10	UTILITIES	10.00	10.00
8/1/10	INSURANCE	15.00	0.00
8/15/10	SALES	75.00	75.00
9/1/10	PAYROLL	50.00	25.00
9/15/10	RENT	25.00	0.00
10/1/10	UTILITIES	10.00	10.00
10/15/10	INSURANCE	15.00	0.00
11/1/10	SALES	75.00	75.00
11/15/10	PAYROLL	50.00	25.00
12/1/10	RENT	25.00	0.00
12/15/10	UTILITIES	10.00	10.00
1/1/11	INSURANCE	15.00	0.00
1/15/11	SALES	75.00	75.00
2/1/11	PAYROLL	50.00	25.00

Table IX

EVALUATION OF PREPARATION FOR TEACHING AQUATICS

Number Expressing Each Opinion

- 1 = Little or no preparation
 2 = Inadequate preparation
 3 = Reasonably adequate preparation
 4 = Excellent preparation
 5 = More time spent in preparation than necessary

Activity	Evaluation	Skill	Material for:		Method for:	
			High School	College or Adult	High School	College or Adult
Swimming	1	0	2	2	2	1
	2	10	9	8	10	9
	3	22	15	22	17	15
	4	44	49	30	44	33
	5	0	0	0	0	0
Diving	1	9	9	7	7	6
	2	31	25	28	28	27
	3	20	24	16	24	18
	4	12	10	6	8	4
	5	0	0	0	0	0
Life Saving	1	1	0	0	0	0
	2	1	2	0	4	1
	3	14	14	14	16	14
	4	54	48	40	44	36
	5	0	0	0	0	0
Water Pageantry	1	18	11	8	12	10
	2	18	25	21	26	20
	3	20	17	17	12	12
	4	2	4	3	5	5
	5	0	0	0	0	0

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

BY

JOHN BURNET

OF THE UNIVERSITY OF OXFORD

Year	Month	Day	Event
1649	Jan	1	Charles I. executed
1649	Feb	1	Parliament assembled
1649	Mar	1	Charles I. executed
1649	Apr	1	Parliament assembled
1649	May	1	Charles I. executed
1649	Jun	1	Parliament assembled
1649	Jul	1	Charles I. executed
1649	Aug	1	Parliament assembled
1649	Sep	1	Charles I. executed
1649	Oct	1	Parliament assembled
1649	Nov	1	Charles I. executed
1649	Dec	1	Parliament assembled

Table X

EVALUATION OF PREPARATION FOR TEACHING
RHYTHMIC ACTIVITIES

Number Expressing Each Opinion

- 1 = Little or no preparation
2 = Inadequate preparation
3 = Reasonably adequate preparation
4 = Excellent preparation
5 = More time spent in preparation than necessary

Activity	Evaluation	Skill	Material for:		Method for:	
			High School	College or Adult	High School	College or Adult
American Folk Dance (New England and Western)	1	1	2	0	2	0
	2	6	14	10	6	5
	3	28	20	20	28	20
	4	36	32	28	32	30
	5	1	1	0	1	0
Ballroom Dance	1	1	0	0	1	0
	2	4	10	13	8	9
	3	34	30	23	24	22
	4	25	24	15	27	19
	5	3	1	1	2	0
Folk Dance (of other nations)	1	0	0	0	0	0
	2	6	7	9	4	3
	3	30	30	22	30	23
	4	28	25	21	27	23
	5	0	0	0	0	0
Modern Dance	1	2	3	3	3	2
	2	5	13	10	15	14
	3	19	22	23	23	18
	4	40	26	17	24	21
	5	2	0	0	0	0
Rhythmic Fundamentals	1	1	1	1	1	0
	2	5	14	9	14	14
	3	21	21	22	20	16
	4	42	27	18	27	20
	5	1	0	0	0	0
Tap Dance	1	0	1	1	0	0
	2	8	9	10	9	8
	3	27	27	25	27	24
	4	19	20	14	22	16
	5	5	1	0	0	0

1. Introduction

The purpose of this study is to investigate the effect of the

temperature on the rate of reaction.

The reaction studied is the reaction between

hydrogen peroxide and potassium iodide.

The reaction is as follows:

Time (s)	Volume of gas (cm ³)	Rate of reaction (cm ³ /s)
0	0	0
10	10	1.0
20	20	1.0
30	30	1.0
40	40	1.0
50	50	1.0
60	60	1.0
70	70	1.0
80	80	1.0
90	90	1.0
100	100	1.0
110	110	1.0
120	120	1.0
130	130	1.0
140	140	1.0
150	150	1.0
160	160	1.0
170	170	1.0
180	180	1.0
190	190	1.0
200	200	1.0
210	210	1.0
220	220	1.0
230	230	1.0
240	240	1.0
250	250	1.0
260	260	1.0
270	270	1.0
280	280	1.0
290	290	1.0
300	300	1.0
310	310	1.0
320	320	1.0
330	330	1.0
340	340	1.0
350	350	1.0
360	360	1.0
370	370	1.0
380	380	1.0
390	390	1.0
400	400	1.0
410	410	1.0
420	420	1.0
430	430	1.0
440	440	1.0
450	450	1.0
460	460	1.0
470	470	1.0
480	480	1.0
490	490	1.0
500	500	1.0
510	510	1.0
520	520	1.0
530	530	1.0
540	540	1.0
550	550	1.0
560	560	1.0
570	570	1.0
580	580	1.0
590	590	1.0
600	600	1.0
610	610	1.0
620	620	1.0
630	630	1.0
640	640	1.0
650	650	1.0
660	660	1.0
670	670	1.0
680	680	1.0
690	690	1.0
700	700	1.0
710	710	1.0
720	720	1.0
730	730	1.0
740	740	1.0
750	750	1.0
760	760	1.0
770	770	1.0
780	780	1.0
790	790	1.0
800	800	1.0
810	810	1.0
820	820	1.0
830	830	1.0
840	840	1.0
850	850	1.0
860	860	1.0
870	870	1.0
880	880	1.0
890	890	1.0
900	900	1.0
910	910	1.0
920	920	1.0
930	930	1.0
940	940	1.0
950	950	1.0
960	960	1.0
970	970	1.0
980	980	1.0
990	990	1.0
1000	1000	1.0

Table XI

EVALUATION OF PREPARATION FOR TEACHING HEALTH EDUCATION,
GYMNASTICS AND CORRECTIVE PHYSICAL EDUCATION

Number Expressing Each Opinion

- 1 = Little or no preparation
2 = Inadequate preparation
3 = Reasonably adequate preparation
4 = Excellent preparation
5 = More time spent in preparation than necessary

Activity	Evaluation	Skill	Material for:		Method for:	
			High School	College or Adult	High School	College or Adult
Health Education	1		6	6	6	7
	2		30	20	29	17
	3		16	16	16	15
	4		3	4	3	4
	5		0	0	0	0
Apparatus	1	3	2	0	1	0
	2	13	17	14	14	9
	3	33	28	22	29	23
	4	11	14	11	18	13
	5	1	0	0	0	0
Body Mechanics	1	0	0	0	0	0
	2	1	6	7	4	5
	3	27	28	24	30	24
	4	35	30	25	31	26
	5	1	1	0	1	0
Corrective Physical Education	1	0	0	0	0	0
	2	1	4	5	3	3
	3	30	35	25	32	23
	4	43	32	27	35	30
	5	0	0	0	0	0
Gymnastic Exercises	1	0	0	0	0	0
	2	1	2	5	1	3
	3	15	18	11	14	10
	4	54	53	40	57	44
	5	6	1	0	0	0
Marching	1	0	0	2	1	2
	2	12	10	8	5	2
	3	30	30	20	31	23
	4	34	35	24	35	27
	5	3	2	2	2	1
Tumbling and Stunts	1	9	8	3	6	2
	2	17	20	16	14	12
	3	33	28	22	35	24
	4	9	10	9	10	9
	5	1	0	0	0	0

Table XII

EVALUATION OF PREPARATION FOR TEACHING GAMES
AND SOCIAL RECREATION

Number Expressing Each Opinion

- 1 = Little or no preparation
2 = Inadequate preparation
3 = Reasonably adequate preparation
4 = Excellent preparation
5 = More time spent in preparation than necessary

Activity	Evaluation	Material for:		Method for:	
		High School	College or Adult	High School	College or Adult
Mass Games	1	4	1	1	0
	2	13	12	10	7
	3	33	25	41	28
	4	18	14	15	14
	5	0	0	0	0
Social Games	1	1	0	0	0
	2	17	14	7	6
	3	32	25	36	29
	4	22	18	26	19
	5	0	0	0	0
Mixers	1	1	0	0	0
	2	11	6	7	4
	3	32	33	30	32
	4	29	22	31	24
	5	1	0	1	0
Party Programs	1	1	0	0	0
	2	18	11	10	5
	3	32	28	33	27
	4	20	15	25	19
	5	0	0	0	0

Table XIII

¹GROUP JUDGMENT OF PREPARATION FOR TEACHING ACTIVITIES
FOR SECONDARY SCHOOL AND COLLEGE

Team Sports	Inadequate	Reasonably Adequate	Excellent
Basketball			*
Field Hockey			*
Lacrosse		*	
Soccer		*	
Softball		*	
Speedball		*	
Volleyball		*	
Individual and Dual Sports			
Archery		*	
Badminton		*	
Bowling		*	
Canoeing		*	
Fencing	*		
Golf	*		

¹Based on median scores of numerical evaluations as shown in
Tables VII, VIII, IX, X, XI, and XII.

Table XIII (Continued)

GROUP JUDGMENT OF PREPARATION FOR TEACHING ACTIVITIES
FOR SECONDARY SCHOOL AND COLLEGE

Individual and Dual Sports	Inadequate	Reasonably Adequate	Excellent
Riding		*	
Rowing		*	
Sailing		*	
Skating		*	
Skiing		*	
Squash	*		
Tennis		*	
Aquatics			
Swimming			*
Diving	*		
Life-Saving			*
Water Pageantry	*		
Rhythmic Activities			
American Folk Dance (Country & Square)			*
Ballroom Dance		*	
European Folk Dance		*	

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Table XIII (Continued)

GROUP JUDGMENT OF PREPARATION FOR TEACHING ACTIVITIES
FOR SECONDARY SCHOOL AND COLLEGE

Rhythmic Activities	Inadequate	Reasonably Adequate	Excellent
Modern Dance		*	
Rhythmic Fundamentals		*	
Tap Dance		*	
Health and Conditioning Activities			
Health Education	*		
Apparatus Activities		*	
Body Mechanics		*	
Corrective Physical Education			*
Marching		*	
Tumbling and Stunts		*	
Games and Social Recreation			
Mass Games		*	
Social Games		*	
Mixers		*	
Party Programs		*	

Chapter V

EVALUATION OF PREPARATION FOR RESPONSIBILITIES OTHER THAN TEACHING

Adequate preparation for entrance into any teaching position will necessarily involve far more than mere skill in performing and teaching activities. Table XIV lists many of the problems and duties encountered by the teacher, and indicates the number who have been responsible for each and the number expressing each opinion concerning their preparation. Table XV shows the group judgments as derived from the median scores of numerical evaluations.

In addition to those duties listed in the table, the following were reported by the graduates: Advising pupils, chaperoning, planning publicity campaigns and community contacts (Y.W.C.A.), house duties in boarding school, preparing statistical reports, organizing traffic patrol, assisting the school nurse, camp administration. Preparation for all of these was felt by the one or two who mentioned them to be inadequate. Although many problems encountered in the field are peculiar to the local situation, it is felt that some emphasis in the teacher-training curriculum could and should be placed on some of these problems, at least in a general way.

THE
JOURNAL OF THE
ROYAL ANTHROPOLOGICAL INSTITUTE
OF GREAT BRITAIN AND IRELAND

Volume 100, Part 1, 2000
The Journal of the Royal Anthropological Institute of Great Britain and Ireland is a peer-reviewed journal of research in human evolution, primatology, and human biology. It is published quarterly by the Royal Anthropological Institute of Great Britain and Ireland. The journal covers a wide range of topics, including the evolution of the human species, the evolution of other primates, and the biology of human populations. It also includes reviews of books and articles, and news items of interest to the field.

The journal is edited by Professor Colin P. Kuper, who is also the President of the Royal Anthropological Institute. The journal is published by the Royal Anthropological Institute of Great Britain and Ireland, which is a charitable organization that promotes the study of human evolution and human biology. The journal is available in print and online formats. The online version of the journal is available at the following URL: <http://journals.blackwell-synergy.com/doi/full/10.1046/j.1365-3113.2000.00100.x>

Table XIV
EVALUATION OF PREPARATION FOR RESPONSIBILITIES
OTHER THAN TEACHING

Number who have encountered each responsibility, and
number expressing each opinion concerning preparation

- 1 = Little or no preparation
2 = Inadequate preparation
3 = Reasonably adequate preparation
4 = Excellent preparation
5 = More time spent in preparation than necessary

	Number re- sponsible for	Evaluation				
		1	2	3	4	5
Elementary School Supervision	15	7	6	30	16	1
Scheduling Classes	47	6	15	39	8	1
Organizing the Medical and Physical Examinations	37	1	7	38	22	1
Organizing the Health Service Program	11	5	16	33	5	0
Selection of Physical Efficiency Tests	24	3	15	34	12	0
Administration of Physical Efficiency Tests	29	2	6	40	12	1
Use of Achievement Tests	30	2	8	41	13	2
Making of Lesson Plans	68	0	2	15	54	6
Planning of Course of Study	41	2	4	25	34	1
Purchase and Maintenance of Equipment	58	3	23	34	14	1
Planning of a Marking System	35	4	14	36	10	1
Selection, Purchase, and Care of Student Uniforms	37	5	15	40	10	1
Locker and Shower-room Organization	45	5	8	36	25	1
System of Keeping Records	65	6	12	42	18	1
Organization of Athletic Association	48	5	21	24	16	1
Organization of Pupil Leader- ship for Classes	48	1	5	28	27	2
Organization of Point System	20	9	18	16	7	1
Planning the Elective Program of Activities	27	4	11	22	14	1

Table XIV (Continued)

EVALUATION OF PREPARATION FOR RESPONSIBILITIES
OTHER THAN TEACHING

Number who have encountered each responsibility, and
number expressing each opinion concerning preparation

- 1 = Little or no preparation
- 2 = Inadequate preparation
- 3 = Reasonably adequate preparation
- 4 = Excellent preparation
- 5 = More time spent in preparation than necessary

	Number re- sponsible for	Evaluation				
		1	2	3	4	5
Organizing the Intramural Program	47	0	7	29	27	1
Organizing Individual Sports Tournaments	49	0	4	30	33	1
Planning Club Programs	32	7	18	19	12	1
Organizing Co-recreation Programs	26	5	20	30	7	0
Planning Assembly Programs	23	8	24	20	1	0
Planning Demonstration Programs	60	0	7	40	27	0
Use of Visual Teaching Aids	52	3	24	26	18	0
Planning Programs for Restricted-Activity Groups	27	1	5	40	17	1

REPORT ON THE PROGRESS OF THE WORK

During the year 1900, the following work has been done:

The first part of the work has been devoted to the study of the history of the country, and the second part to the study of the present state of the country.

- 1. The history of the country has been studied in detail.
- 2. The present state of the country has been studied in detail.
- 3. The future of the country has been studied in detail.

The following table shows the progress of the work during the year 1900:

Month	Progress of the work	Remarks
January	1. The history of the country has been studied in detail.	
February	2. The present state of the country has been studied in detail.	
March	3. The future of the country has been studied in detail.	
April	4. The history of the country has been studied in detail.	
May	5. The present state of the country has been studied in detail.	
June	6. The future of the country has been studied in detail.	
July	7. The history of the country has been studied in detail.	
August	8. The present state of the country has been studied in detail.	
September	9. The future of the country has been studied in detail.	
October	10. The history of the country has been studied in detail.	
November	11. The present state of the country has been studied in detail.	
December	12. The future of the country has been studied in detail.	

Table XV

¹GROUP JUDGMENT OF PREPARATION FOR RESPONSIBILITIES
OTHER THAN TEACHING

	Inadequate	Reasonably Adequate	Excellent
Elementary School Supervision		*	
Scheduling Classes		*	
Organizing the Medical and Physical Examinations		*	
Selection of Physical Efficiency Tests		*	
Administration of Physical Efficiency Tests		*	
Use of Achievement Tests		*	
Making Lesson Plans			*
Planning Course of Study			*
Purchase and Maintenance of Equipment		*	
Planning Marking System		*	
Selection, Purchase, and Care of Student Uniforms		*	
Locker and Shower-room Organization		*	
System of Keeping Records		*	
Organization of Athletic Association		*	
Organization of Pupil Leadership in Classes		*	
Organization of Point System	*		
Planning the Elective Program		*	
Organizing the Intramural Program		*	
Organizing Individual Sports Tournaments			*
Planning Club Programs		*	
Organizing Co-Recreation Programs		*	

¹Based on median scores of the numerical evaluations as shown in Table XIV.

Table XV (Continued)

GROUP JUDGMENT OF PREPARATION FOR RESPONSIBILITIES
OTHER THAN TEACHING

	Inadequate	Reasonably Adequate	Excellent
Planning Assembly Programs	*		
Planning Demonstrations		*	
Use of Visual Aids		*	
Planning Programs for Restricted Groups			

STATE OF NEW YORK

IN SENATE,
January 10, 1906.

NAME	RESIDENCE	EDUCATION	EXPERIENCE
JOHN J. BROWN	ALBANY	ALBANY COLLEGE	1880-1885
JOHN J. BROWN	ALBANY	ALBANY COLLEGE	1885-1890
JOHN J. BROWN	ALBANY	ALBANY COLLEGE	1890-1895
JOHN J. BROWN	ALBANY	ALBANY COLLEGE	1895-1900
JOHN J. BROWN	ALBANY	ALBANY COLLEGE	1900-1905

Chapter VI

EVALUATION OF REQUIRED SUBJECT-MATTER COURSES

The number of graduates expressing each opinion concerning the required courses in the curriculum is shown in Table XVI. The group judgment of the courses, based on the median scores of the numerical evaluations, is indicated in Table XVII.

While the median scores of the evaluation suggest that most of the courses are considered satisfactory or excellent, a study of Table XVI reveals that a significant number of persons found the following courses of little value or inadequately presented: Hygiene, Spoken English, Dramatics, Physics, Orientation, Health Education, Nutrition, and Public Health. Comments on the returned questionnaires suggest the need for a better coordination of the various courses in Health. Twelve persons emphasized the need for a speech course which would be of practical value in improving voice quality and placement.

THE HISTORY OF THE
CITY OF BOSTON

From its first settlement in 1630 to the present time. By
JOHN GARDNER, Esq. of the Middle Temple, Barrister at Law.
In two Volumes. The first Volume contains the History from
1630 to 1780. The second Volume contains the History from
1780 to the present time.

LONDON: Printed by J. DODD, in Pall-mall, 1780.
In the Strand, near the Theatre Royal, in the City of London.
By J. DODD, in Pall-mall, 1780.
In the Strand, near the Theatre Royal, in the City of London.
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In the Strand, near the Theatre Royal, in the City of London.
By J. DODD, in Pall-mall, 1780.

Table XVI

EVALUATION OF REQUIRED SUBJECT-MATTER COURSES

Number Expressing Each Opinion

- 1 = Subject itself of little value
- 2 = Subject important but inadequately presented
- 3 = Satisfactory course, adequately presented
- 4 = Excellent course, well presented
- 5 = More time allotted for course than necessary

Course	Evaluation				
	1	2	3	4	5
Anatomy K (Kinesiology)	0	2	20	67	1
Biology	2	14	49	25	0
English	3	11	28	48	0
Hygiene	0	36	42	9	3
Orientation	23	17	34	6	10
Physical Therapy	1	3	21	64	1
Play in Education	16	17	36	10	9
Principles of Teaching	0	4	11	73	0
Spoken English	7	49	21	10	3
Anatomy V (Visceral)	0	8	29	52	1
Applied Anatomy	1	1	21	65	2
Dramatics	15	44	20	7	4
Examination and Measurement	1	18	41	30	0
First Aid	0	14	34	42	0
Psychology	0	27	25	38	0
Physics	10	35	36	8	1
Appreciation of Music	5	33	37	13	2
Health Education	1	37	39	11	2

Table XVI (Continued)

EVALUATION OF REQUIRED SUBJECT-MATTER COURSES

Number Expressing Each Opinion

- 1 = Subject itself of little value
- 2 = Subject important but inadequately presented
- 3 = Satisfactory course, adequately presented
- 4 = Excellent course, well presented
- 5 = More time allotted for course than necessary

Course	Evaluation				
History	1	2	29	58	0
Music Placement	0	8	35	47	0
Nutrition	6	32	29	19	4
Organization and Administration	0	32	48	13	2
Physiology	0	7	42	40	1
Education	1	9	49	28	3
Public Health	1	49	25	10	5
History of Dance	8	22	26	13	1

Table XVII

¹GROUP JUDGMENT WITH RESPECT TO REQUIRED
SUBJECT-MATTER COURSES

Subject	Inadequate	Reasonably Adequate	Excellent
Anatomy K (Kinesiology)			*
Biology		*	
English			*
Hygiene		*	
Orientation		*	

¹Based on median scores of the numerical evaluations as shown in Table XVI.

Table XVII (Continued)
GROUP JUDGMENT WITH RESPECT TO REQUIRED
SUBJECT-MATTER COURSES

Subject	Inadequate	Reasonably Adequate	Excellent
Physical Therapy			*
Play in Education		*	
Principles of Teaching			*
Spoken English	*		
Anatomy V (Visceral)			*
Applied Anatomy			*
Dramatics	*		
Examination and Measurement		*	
First Aid			*
Psychology		*	
Physics		*	
Appreciation of Music		*	
Health Education		*	
History			*
Music Placement			*
Organization and Administration		*	
Physiology		*	
Education		*	
Public Health	*		
History of Dance		*	

THE HISTORY OF THE
CITY OF BOSTON
FROM 1630 TO 1800

Year	Event	Location
1630	First settlement of Boston	North End
1634	First church established	North End
1638	First school established	North End
1640	First public house established	North End
1642	First public library established	North End
1644	First public market established	North End
1646	First public hospital established	North End
1648	First public prison established	North End
1650	First public workhouse established	North End
1652	First public almshouse established	North End
1654	First public bathhouse established	North End
1656	First public laundry established	North End
1658	First public barber shop established	North End
1660	First public tavern established	North End
1662	First public coffee house established	North End
1664	First public dancing hall established	North End
1666	First public gaming house established	North End
1668	First public gambling house established	North End
1670	First public lottery established	North End
1672	First public lottery established	North End
1674	First public lottery established	North End
1676	First public lottery established	North End
1678	First public lottery established	North End
1680	First public lottery established	North End
1682	First public lottery established	North End
1684	First public lottery established	North End
1686	First public lottery established	North End
1688	First public lottery established	North End
1690	First public lottery established	North End
1692	First public lottery established	North End
1694	First public lottery established	North End
1696	First public lottery established	North End
1698	First public lottery established	North End
1700	First public lottery established	North End

Chapter VII

OPINIONS EXPRESSED REGARDING OTHER PHASES OF UNDERGRADUATE EXPERIENCE

Directed Teaching Program

Graduates were asked to express their opinions concerning the directed teaching plan in operation at the school. Every one of the ninety returns included some comment on this subject and were almost unanimous in expressing approval. Three persons expressed the opinion that a concentrated period of daily teaching might prove more helpful than the present plan of one day a week throughout the year. Two expressed a desire for more frequent definitely-scheduled teaching conferences with the supervisor of teaching. All expressed hearty approval of the present plan of assigning students to elementary school, secondary school, and college or adult teaching in the second, third, and fourth years respectively.

Sophomore Hospital Experience

One-half day for one semester of the second year is spent in hospital clinics, observing and working with orthopedic cases. Eighty-nine of the ninety returns indicated the opinion that this experience is of real value. A typical comment: "It gave me a better understanding of the physically handicapped, and I have been able to help those encountered in my classes."

Overlapping of Courses

In response to the question, "Did you feel that some courses overlapped, that there was unnecessary duplication of

ORIGINAL ARTICLES

THE EFFECT OF THE INFLUENZA VIRUS ON THE RESPIRATORY SYSTEM

BY DR. J. H. HAY, CHICAGO, ILL.

Abstract.—The influenza virus, when introduced into the respiratory tract of man, produces a local infection which is characterized by a prodromal stage, a stage of invasion, and a stage of recovery. The virus is found in the nasal secretions during the entire course of the disease.

The influenza virus, when introduced into the respiratory tract of man, produces a local infection which is characterized by a prodromal stage, a stage of invasion, and a stage of recovery. The virus is found in the nasal secretions during the entire course of the disease.

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The influenza virus, when introduced into the respiratory tract of man, produces a local infection which is characterized by a prodromal stage, a stage of invasion, and a stage of recovery. The virus is found in the nasal secretions during the entire course of the disease.

material? In what way?", seventeen people indicated a feeling of unwarranted overlapping among the various subject-matter courses dealing with Hygiene, Health Education, Visceral Anatomy, Physiology, Nutrition, and Public Health, and expressed the opinion that these courses could be better coordinated and integrated. Four persons mentioned a duplication of content in the courses Play in Education and Principles of Teaching; and eleven indicated a strong feeling that the Sports Techniques courses were unnecessarily repetitious from year to year.

Information Concerning Sources of Teaching Material

Graduates were asked to express their opinion concerning the adequacy of information about sources of additional material--books, teaching aids, professional organizations, etc. Only ten felt that they had received insufficient help in this field; but four expressed the opinion that more emphasis should be placed on the desirability of collecting all possible supplementary material while in school.

The Camp Program

Enthusiasm for the school camp experience was expressed almost unanimously. Some constructive suggestions were made as follows: 1) Nine people stated that the month at school camp should be required for three years instead of for two as is now the case. 2) Seven people feel that a course in Arts and Crafts should be added to the program. 3) Four people specified a need for more experience in planning evening and

rainy-day programs which could be carried over into regular summer camp situations. 4) Two people suggested that more emphasis should be placed on planning for overnight hiking and canoeing trips. 5) Six stressed the need for more practice and less theory of sailing. 6) Five mentioned the need for a course--given either at camp or at school--dealing with camp organization and administration.

Additional Comments

The question, "Can you make constructive suggestions concerning any school policies which might help us to make the whole school experience of greater value?", brought an avalanche of suggestions and comments, many of which were very much to the point. Some of the most pertinent are listed below, with the number of persons expressing in substance the same opinion indicated in parenthesis:

- 1) The three-year course should be eliminated and only the four-year degree course offered. (10)
- 2) There should be an opportunity for the student to major in the activity field of her choice--all-round program or specialized field of dance. (9)
- 3) More opportunities should be given for visiting various schools and colleges in the vicinity. (7)
- 4) More preparation is needed in the field of Social Recreation, including materials and methods for planning programs for bed patients, restricted individuals,

The first of these is the fact that the
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The fourth of these is the fact that the
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- as well as various other groups. (5)
- 5) The program should be so arranged as to permit extra time and help for the less skilled student. (11)
 - 6) More suggestions on material and method for teaching activities for boys are needed. (4)
 - 7) Better library facilities are needed. More time for library work should be arranged. Libraries should be built up in the dormitories. (6)
 - 8) No cutting of classes should be permitted. (2)
 - 9) Greater responsibility should be placed on the School Government Association. It should be a more truly functional organization. (59)
 - 10) Occasional "refresher" courses should be offered the graduates. (2)
 - 11) More attention should be given to the techniques of classroom teaching. (6)
 - 12) A closer relationship should exist between students and faculty--more individual contact with advisers. (8)
 - 13) An attempt should be made to provide more social activities, particularly for the dormitory students. (12)
 - 14) School assembly programs should bring more outstanding speakers and programs to the students. (5)
 - 15) Club periods should offer a wider variety of elective

The following provisions shall be in full force and effect from and after the date of the passage of this act:

1. The Board of Education shall have the right to purchase and lease real estate for the purpose of establishing a school for the deaf and dumb.

2. The Board of Education shall have the right to purchase and lease real estate for the purpose of establishing a school for the deaf and dumb.

3. The Board of Education shall have the right to purchase and lease real estate for the purpose of establishing a school for the deaf and dumb.

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8. The Board of Education shall have the right to purchase and lease real estate for the purpose of establishing a school for the deaf and dumb.

9. The Board of Education shall have the right to purchase and lease real estate for the purpose of establishing a school for the deaf and dumb.

10. The Board of Education shall have the right to purchase and lease real estate for the purpose of establishing a school for the deaf and dumb.

11. The Board of Education shall have the right to purchase and lease real estate for the purpose of establishing a school for the deaf and dumb.

12. The Board of Education shall have the right to purchase and lease real estate for the purpose of establishing a school for the deaf and dumb.

activities. (6)

16) A good course in World Affairs or Current Events should be included each year. (4)

17) The course in Principles of Teaching should be included for three years instead of two. (5)

100

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Chapter VIII

SUMMARY AND CONCLUSIONS

As stated in Chapter I, the purpose of this study was to obtain from the graduates of the Bouvé-Boston School of Physical Education information and opinions which would be of value in suggesting needed revisions in the teacher-training curriculum. It is felt that this purpose was achieved and that the work of the committee on curriculum revision will be materially aided by a study of the data secured. While it is clearly recognized that there are many other factors involved in the total problem of curriculum construction, it nevertheless seems undeniable that the teaching experiences of the graduates and their opinions concerning their undergraduate training constitute one important consideration.

Types of Positions Held

Analysis of the data concerning kinds of positions entered by the graduates reveals a fairly scattered distribution. While the largest number enter the secondary school field, there are significant numbers engaged in teaching in elementary schools, college departments, and Y.W.C.A. Obviously the curriculum must include emphasis on the problems involved in all of these situations. In the opinion of the majority of the graduates, the present curriculum meets the needs adequately in every field except the Y.W.C.A. Here, it is felt, more preparation is needed, particularly with respect

to organization, publicity, and the history and philosophy of the Y.W.C.A. movement. The few graduates engaged in other recreational leadership express much the same point of view-- a need for greater emphasis on the rapidly growing field of organized recreation. While the number of graduates who have entered this field is small compared to the number going into school or college departments, it nevertheless seems clear that a greater effort should be made to provide more adequate instruction and experience in the field of recreational leadership.

Subjects Taught and Adequacy of Preparation

As pointed out in Chapter III, every activity offered in the curriculum is taught by the graduates, most of them by significantly large numbers. Golf, Lacrosse, and Squash are the only activities taught by fewer than ten individuals. There are probably two explanations for the infrequency with which these activities are taught: the expensiveness of equipment and facilities, and the feeling of inadequacy of preparation noted by the graduates, particularly in the case of Golf and Squash. It does not seem advisable to recommend an increase of time allotment in the curriculum in view of the apparently very small demand for these two activities.

Of the activities taught by relatively large numbers of graduates, preparation is felt by a significantly large group to be inadequate with respect to the development of

personal skill in Badminton, Diving, Soccer, Speedball, Stunts and Tumbling, and Water Pageantry. Preparation with respect to materials and methods was found by a significantly large number to be inadequate in Fencing, Skating, Diving, Water Pageantry, and Health Education. It is clear that the courses dealing with instruction in these activities should be closely examined. It should be noted that during the past two years, greater emphasis has been placed on Diving and Water Pageantry, but this increase has been too recent to color the opinions of the graduates included in the present study.

The additional activities mentioned by the graduates should be given some consideration, particularly activities for boys. It is growing increasingly evident that during the present wartime emergency, more and more women will be called upon to take over part, if not all, of the boys' program of activities, at least at the upper elementary and junior high school level. The teacher-training curriculum in Physical Education should undoubtedly prepare graduates in so far as possible to meet this need. A brief unit dealing with activities and methods suitable for teaching boys could well be added to courses in Principles of Teaching, Games, Sports, Rhythms, Tumbling and Stunts, Conditioning activities.

Administrative Responsibilities and Adequacy of Preparation

With respect to nearly all of the duties listed, preparation was felt by the graduates to be adequate or excellent. A sufficiently large number expressed a feeling of

inadequacy regarding the following problems to indicate a need for greater emphasis: Purchase and maintenance of equipment, organization of Athletic Associations and point systems for awards, organization of corecreation programs, planning of assembly programs, and selection and use of visual aids in teaching.

As indicated in Chapter V, some additional responsibilities were reported by the graduates. The following seem to warrant more emphasis in the curriculum than is now being given: Problems of camp administration, problems encountered in connection with Y.W.C.A. work, problems involved in advising and guiding pupils.

Required Subject-Matter Courses

While the majority of required courses are in general evaluated as satisfactory or excellent, an examination of the data and of the comments concerning overlapping of courses indicates a real need for an attempt to coordinate more effectively the various courses dealing with Health and allied subjects: Hygiene, Anatomy, Health Education, Nutrition, Physiology, Public Health. It seems clear that the instructors of these various courses should meet in committee and make every effort to minimize unnecessary duplication of factual material. The placement of these courses in the curriculum should be studied. Are the courses offered in the best possible order from year to year?

The first of these is the fact that the system is not self-sufficient. It is necessary to import a large quantity of raw materials and components from abroad. This is due to the fact that the system is not self-sufficient in the production of these materials and components. The second of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product.

The third of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product. The fourth of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product.

The fifth of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product. The sixth of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product.

The seventh of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product. The eighth of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product.

The ninth of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product. The tenth of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product.

The eleventh of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product. The twelfth of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product.

The thirteenth of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product. The fourteenth of these is the fact that the system is not self-sufficient in the production of the finished product. This is due to the fact that the system is not self-sufficient in the production of the finished product.

A significantly large number of graduates expressed dissatisfaction with the courses in Spoken English and Dramatics, indicating by comments the need for more functional courses in these subjects. This is a problem already recognized by the administration, which is making every effort to improve the offerings in these fields.

Additional Conclusions

The present plan of directed teaching and the present arrangement for hospital experience received practically unanimous expression of approval by the graduates. Some constructive suggestions were offered, as: the desirability of gaining some directed teaching experience in the field of Health Education; more opportunity for individual or group conferences on teaching problems; more opportunity for visiting classes. Three persons expressed a preference for a concentrated period of daily teaching instead of the present one-day-a-week plan. This plan has of course been considered, but in a small school the practical difficulties of schedule making prohibit its adoption.

Comments concerning the overlapping of certain courses¹ indicate the wisdom of considering the possibility of combining the courses in Play in Education and Principles of Teaching, extending the combined course over a three-year period. The needed coordination of the Health courses has been previously discussed. Content of courses in Sports techniques have been considered by the graduates to overlap unnecessarily.

¹Chapter VII.

The following is a list of the names of the persons who

have been appointed to the various offices of the
 Government of the State of New York, for the year
 ending December 31, 1900. The names are given in
 alphabetical order of the offices to which they are
 appointed.

GOVERNOR, ALBION B. KNOX.

VICE-GOVERNOR, JAMES C. BROWN.

COMMISSIONER OF EDUCATION, JOHN W. ALLEN.

COMMISSIONER OF LAND OFFICE, JAMES C. BROWN.

COMMISSIONER OF THE DEPARTMENT OF AGRICULTURE,
 JAMES C. BROWN.

COMMISSIONER OF THE DEPARTMENT OF COMMERCE,
 JAMES C. BROWN.

COMMISSIONER OF THE DEPARTMENT OF MINES,
 JAMES C. BROWN.

COMMISSIONER OF THE DEPARTMENT OF PUBLIC
 WORKS, JAMES C. BROWN.

COMMISSIONER OF THE DEPARTMENT OF
 SOCIAL WELFARE, JAMES C. BROWN.

An attempt has recently been made to organize these courses in such a way as to minimize repetition from year to year.

Suggestions concerning the school camp program are itemized in Chapter VII. The following should be given serious consideration in revising the curriculum: 1) increase of the total time spent in school camp from two months to three; 2) addition of a course in Arts and Crafts; 3) more attention to the planning of evening and rainy-day programs of a type suitable for use in summer camps into which so many of the graduates go as counsellors; 4) more effort to familiarize students with some of the problems of camp administration.

In addition to those already discussed, the following comments and suggestions seem worthy of consideration:

- 1) Elimination of the three-year course.
- 2) Arranging the curriculum to permit some specialization during the fourth year.
- 3) More instruction in the techniques of classroom teaching.
- 4) Addition of a course in Current Events to be given each year if possible.
- 5) Enriching the offerings of the weekly club period.

While it is clearly recognized that opinions of the graduates are not an entirely valid criterion for evaluating the curriculum, it is felt that the judgment of ninety out of one hundred and two persons constitutes an important factor in such evaluation which cannot be disregarded. The findings of this study will significantly affect the thinking of the committee now at work on revising the curriculum.

APPENDIX



Questionnaire

Number _____

EVALUATION OF THE TEACHER-TRAINING CURRICULUM
AT THE BOUVÉ-BOSTON SCHOOL OF PHYSICAL EDUCATION

Note: You will notice that you are not asked to put your name on this questionnaire. The above number is merely for the purpose of checking returns, and all information given and opinions expressed herein will remain entirely anonymous. We really want your frank opinion, and perhaps you will feel more free to give it if this is unsigned.

GENERAL INFORMATION

Please check (✓)

Graduate of 3 year course (), 4 year course (). Year _____

Since graduation have taught in: Total years of teaching _____

Public elementary school..()	Private school.....()
Public Junior High School.()	Lower school.....()
Public Senior High School.()	Upper school.....()
Junior College.....()	College.....()
Y. W. C. A.....()	Settlement house...()

Other situations (Please indicate type of position and age group.)

Status in department

The only woman in the department.....()
One of two in the department.....(); Head ()
One of three or more in the department.....(); Head ()

Please note any additional information regarding your teaching situation which would be of interest.

Physical Education
Council of Education
1925

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I. EVALUATION OF METHODS AND MATERIALS

A. Activities and Subjects

Please indicate your opinion concerning your preparation in each of the following, using numerals to express your opinion as follows:

1. Little or none
2. Inadequate
3. Reasonably adequate
4. Excellent
5. More than necessary or desirable

Also, please check (✓) the activities which you are teaching or have taught since graduation, and add any comments.

	Amount of usable material	Preparation in method of teaching	Comments
For elementary school (grades 1-6)			
Check			
() <u>Large group games</u>			
() <u>Small group games</u>			
() <u>Lead-up athletic games</u>			
() <u>Rhythmic fundamentals</u>			
() <u>Singing games</u>			
() <u>Folk dance</u>			
() <u>Story plays</u>			
() <u>Stunts</u>			
() <u>Apparatus activities</u>			
() <u>Posture</u>			
() <u>Conditioning exercises</u>			
() <u>Marching</u>			
() <u>Health teaching</u>			

- Key: 1. Little or none 4. Excellent
 2. Inadequate 5. More than necessary or
 3. Reasonably adequate desirable

For secondary
schools and colleges

Check (✓)

	Opportunity for development of skill	Material		Method		Comments
		For high school	For college or adult	For high school	For college or adult	
() <u>Field hockey</u>						
() <u>Basketball</u>						
() <u>Lacrosse</u>						
() <u>Softball</u>						
() <u>Volleyball</u>						
() <u>Soccer</u>						
() <u>Speedball</u>						
() <u>Tennis</u>						
() <u>Swimming</u>						
() <u>Diving</u>						
() <u>Lifesaving</u>						
() <u>Water pageantry</u>						
() <u>Archery</u>						
() <u>Golf</u>						
() <u>Fencing</u>						
() <u>Skating</u>						
() <u>Skiiing</u>						
() <u>Badminton</u>						
() <u>Riding</u>						
() <u>Sailing</u>						



- Key: 1. Little or none 4. Excellent
 2. Inadequate 5. More than necessary or desirable
 3. Reasonably adequate

Check (✓)	Opportunity for development of skill	Material		Method		Comments
		For high school	For college or adult	For high school	For college or adult	
() <u>Rowing</u>						
() <u>Track and field</u>						
() <u>Canoeing</u>						
() <u>Bowling</u>						
() <u>Squash</u>						
() <u>Rhythmic fundamentals</u>						
() <u>Modern dance</u>						
() <u>Ballroom dance</u>						
() <u>Folk dance (of other nations)</u>						
() <u>American folk dance (Western, country, etc.)</u>						
() <u>Tap dance</u>						
() <u>Body mechanics</u>						
() <u>Corrective physical education</u>						
() <u>Gymnastic exercises</u>						
() <u>Apparatus activities</u>						
() <u>Tumbling and stunts</u>						
() <u>Marching</u>						



Table 1: Summary of Data											
Group A				Group B				Group C			
1	2	3	4	5	6	7	8	9	10	11	12
15	20	25	30	35	40	45	50	55	60	65	70
75	80	85	90	95	100	105	110	115	120	125	130
145	150	155	160	165	170	175	180	185	190	195	200
215	220	225	230	235	240	245	250	255	260	265	270
285	290	295	300	305	310	315	320	325	330	335	340
355	360	365	370	375	380	385	390	395	400	405	410
420	425	430	435	440	445	450	455	460	465	470	475
495	500	505	510	515	520	525	530	535	540	545	550
570	575	580	585	590	595	600	605	610	615	620	625
645	650	655	660	665	670	675	680	685	690	695	700
715	720	725	730	735	740	745	750	755	760	765	770
795	800	805	810	815	820	825	830	835	840	845	850
875	880	885	890	895	900	905	910	915	920	925	930
955	960	965	970	975	980	985	990	995	1000	1005	1010
1035	1040	1045	1050	1055	1060	1065	1070	1075	1080	1085	1090
1115	1120	1125	1130	1135	1140	1145	1150	1155	1160	1165	1170
1195	1200	1205	1210	1215	1220	1225	1230	1235	1240	1245	1250
1275	1280	1285	1290	1295	1300	1305	1310	1315	1320	1325	1330
1355	1360	1365	1370	1375	1380	1385	1390	1395	1400	1405	1410
1425	1430	1435	1440	1445	1450	1455	1460	1465	1470	1475	1480
1495	1500	1505	1510	1515	1520	1525	1530	1535	1540	1545	1550
1570	1575	1580	1585	1590	1595	1600	1605	1610	1615	1620	1625
1645	1650	1655	1660	1665	1670	1675	1680	1685	1690	1695	1700
1715	1720	1725	1730	1735	1740	1745	1750	1755	1760	1765	1770
1795	1800	1805	1810	1815	1820	1825	1830	1835	1840	1845	1850
1875	1880	1885	1890	1895	1900	1905	1910	1915	1920	1925	1930
1955	1960	1965	1970	1975	1980	1985	1990	1995	2000	2005	2010
2035	2040	2045	2050	2055	2060	2065	2070	2075	2080	2085	2090
2115	2120	2125	2130	2135	2140	2145	2150	2155	2160	2165	2170
2195	2200	2205	2210	2215	2220	2225	2230	2235	2240	2245	2250
2275	2280	2285	2290	2295	2300	2305	2310	2315	2320	2325	2330
2355	2360	2365	2370	2375	2380	2385	2390	2395	2400	2405	2410
2425	2430	2435	2440	2445	2450	2455	2460	2465	2470	2475	2480
2495	2500	2505	2510	2515	2520	2525	2530	2535	2540	2545	2550
2570	2575	2580	2585	2590	2595	2600	2605	2610	2615	2620	2625
2645	2650	2655	2660	2665	2670	2675	2680	2685	2690	2695	2700
2715	2720	2725	2730	2735	2740	2745	2750	2755	2760	2765	2770
2795	2800	2805	2810	2815	2820	2825	2830	2835	2840	2845	2850
2875	2880	2885	2890	2895	2900	2905	2910	2915	2920	2925	2930
2955	2960	2965	2970	2975	2980	2985	2990	2995	3000	3005	3010
3035	3040	3045	3050	3055	3060	3065	3070	3075	3080	3085	3090
3115	3120	3125	3130	3135	3140	3145	3150	3155	3160	3165	3170
3195	3200	3205	3210	3215	3220	3225	3230	3235	3240	3245	3250
3275	3280	3285	3290	3295	3300	3305	3310	3315	3320	3325	3330
3355	3360	3365	3370	3375	3380	3385	3390	3395	3400	3405	3410
3425	3430	3435	3440	3445	3450	3455	3460	3465	3470	3475	3480
3495	3500	3505	3510	3515	3520	3525	3530	3535	3540	3545	3550
3570	3575	3580	3585	3590	3595	3600	3605	3610	3615	3620	3625
3645	3650	3655	3660	3665	3670	3675	3680	3685	3690	3695	3700
3715	3720	3725	3730	3735	3740	3745	3750	3755	3760	3765	3770
3795	3800	3805	3810	3815	3820	3825	3830	3835	3840	3845	3850
3875	3880	3885	3890	3895	3900	3905	3910	3915	3920	3925	3930
3955	3960	3965	3970	3975	3980	3985	3990	3995	4000	4005	4010
4035	4040	4045	4050	4055	4060	4065	4070	4075	4080	4085	4090
4115	4120	4125	4130	4135	4140	4145	4150	4155	4160	4165	4170
4195	4200	4205	4210	4215	4220	4225	4230	4235	4240	4245	4250
4275	4280	4285	4290	4295	4300	4305	4310	4315	4320	4325	4330
4355	4360	4365	4370	4375	4380	4385	4390	4395	4400	4405	4410
4425	4430	4435	4440	4445	4450	4455	4460	4465	4470	4475	4480
4495	4500	4505	4510	4515	4520	4525	4530	4535	4540	4545	4550
4570	4575	4580	4585	4590	4595	4600	4605	4610	4615	4620	4625
4645	4650	4655	4660	4665	4670	4675	4680	4685	4690	4695	4700
4715	4720	4725	4730	4735	4740	4745	4750	4755	4760	4765	4770
4795	4800	4805	4810	4815	4820	4825	4830	4835	4840	4845	4850
4875	4880	4885	4890	4895	4900	4905	4910	4915	4920	4925	4930
4955	4960	4965	4970	4975	4980	4985	4990	4995	5000	5005	5010
5035	5040	5045	5050	5055	5060	5065	5070	5075	5080	5085	5090
5115	5120	5125	5130	5135	5140	5145	5150	5155	5160	5165	5170
5195	5200	5205	5210	5215	5220	5225	5230	5235	5240	5245	5250
5275	5280	5285	5290	5295	5300	5305	5310	5315	5320	5325	5330
5355	5360	5365	5370	5375	5380	5385	5390	5395	5400	5405	5410
5425	5430	5435	5440	5445	5450	5455	5460	5465	5470	5475	5480
5495	5500	5505	5510	5515	5520	5525	5530	5535	5540	5545	5550
5570	5575	5580	5585	5590	5595	5600	5605	5610	5615	5620	5625
5645	5650	5655	5660	5665	5670	5675	5680	5685	5690	5695	5700
5715	5720	5725	5730	5735	5740	5745	5750	5755	5760	5765	5770
5795	5800	5805	5810	5815	5820	5825	5830	5835	5840	5845	5850
5875	5880	5885	5890	5895	5900	5905	5910	5915	5920	5925	5930
5955	5960	5965	5970	5975	5980	5985	5990	5995	6000	6005	6010
6035	6040	6045	6050	6055	6060	6065	6070	6075	6080	6085	6090
6115	6120	6125	6130	6135	6140	6145	6150	6155	6160	6165	6170
6195	6200	6205	6210	6215	6220	6225	6230	6235	6240	6245	6250
6275	6280	6285	6290	6295	6300	6305	6310	6315	6320	6325	6330
6355	6360	6365	6370	6375	6380	6385	6390	6395	6400	6405	6410
6425	6430	6435	6440	6445	6450	6455	6460	6465	6470	6475	6480
6495	6500	6505	6510	6515	6520	6525	6530	6535	6540	6545	6550
6570	6575	6580	6585	6590	6595	6600	6605	6610	6615	6620	6625
6645	6650	6655	6660	6665	6670	6675	6680	6685	6690	6695	6700
6715	6720	6725	6730	6735	6740	6745	6750	6755	6760	6765	6770
6795	6800	6805	6810	6815	6820	6825	6830	6835	6840	6845	6850
6875	6880	6885	6890	6895	6900	6905	6910	6915	6920	6925	6930
6955	6960	6965	6970	6975	6980	6985	6990	6995	7000	7005	7010
7035	7040	7045	7050	7055	7060	7065	7070	7075	7080	7085	7090
7115	7120	7125	7130	7135	7140	7145	7150	7155	7160	7165	7170
7195	7200	7205	7210	7215	7220	7225	7230	7235	7240	7245	7250
7275	7280	7285	7290	7295	7300	7305	7310	7315	7320	7325	7330
7355	7360	7365	7370	7375	7380	7385	7390	7395	7400	7405	7410
7425	7430	7435	7440	7445	7450	7455	7460	7465	7470	7475	7480
7495	7500	7505	7510	7515	7520	7525	7530	7535	7540	7545	7550
7570	7575	7580	7585	7590	7595	7600	7605	7610	7615	7620	7625
7645	7650	7655	7660	7665	7670	7675	7680	7685	7690	7695	7700
7715	7720	7725	7730	7735	7740	7745	7750	7755	7760	7765	7770
7795	7800	7805	7810	7815	7820	7825	7830	7835	7840	7845	7850
7875	7880	7885	7890	7895	7900	7905	7910	7915	7920	7925	7930
7955	7960	7965	7970	7975	7980	7985	7990	7995	8000	8005	8010
8035	8040	8045	8050	8055	8060	8065	8070	8075	8080	8085	8090
8115	8120	8125	8130	8135	8140	8145	8150	8155	8160	8165	8170
8195	8200	8205	8210	8215	8220	8225	8230	8235	8240	8245	8250
8275	8280	8285	8290	8295	8300	8305	8310	8315	83		

B. Responsibilities in Addition to Actual Teaching

You undoubtedly have been or will be faced with various problems other than those of actual teaching. Please evaluate your preparation for meeting those problems in the same way as indicated above.

1. Little or none
2. Inadequate
3. Reasonably adequate
4. Excellent
5. More time spent than necessary

Also please check (✓) those which you have already encountered and add any comments which will help to clarify your point of view.

Check	Preparation	Comments
() <u>Elementary school supervision</u>		
() <u>Scheduling of classes</u>		
() <u>Organizing the medical and physical examination</u>		
() <u>Planning the health service program</u>		
() <u>Selection of physical efficiency tests</u>		
() <u>Administration of physical efficiency tests</u>		
() <u>Use of achievement tests in activities</u>		
() <u>Preparation of lesson plans</u>		
() <u>Planning course of study</u>		
() <u>Purchase and maintenance of equipment</u>		
() <u>Development of a marking system</u>		
() <u>Arrangements concerning students' uniforms</u>		
() <u>Locker and shower room administration</u>		
() <u>System of keeping records, (health, attendance, marks)</u>		

- Key: 1. Little or none 4. Excellent
 2. Inadequate 5. More than necessary or desirable
 3. Reasonably adequate

Check	Preparation	Comments
Student leadership:		
() Athletic Associations		
() Squad organization for classes		
() Development of point system		
() Planning elective programs		
Organization of extra-curricular program:		
() Intra-mural sports		
() Individual sports tournaments		
() Clubs		
() Planning of co-recreation programs		
() Planning of assembly programs		
() Planning of demonstrations, meets, etc.		
() Use of visual aids (films, bulletin boards, etc.)		
() Planning of programs for restricted groups		

Please list any additional duties or problems and evaluate as above.



II. EVALUATION OF SUBJECT MATTER COURSES

Please indicate your frank opinion concerning the courses in terms of their professional or general educational value using numerals as follows:

1. Subject itself of little value
2. Subject important but inadequately presented
3. Satisfactory course, adequately presented
4. Excellent course, well presented
5. More time allotted for course than necessary

Please add any comments which will help to explain your evaluation.

	Evaluation	Comments
Anatomy K (kinesiology)		
Biology		
English		
Hygiene		
Orientation		
Physical Therapy		
Play in Education		
Principles of Teaching		
Spoken English		
Anatomy V (visceral)		
Applied Anatomy		
Dramatics		
Examination and Measurement		
First Aid		
Chemistry		
Psychology		
Physics		
Appreciation of Music		
Health Education		
History		

The first of these is the fact that the
 system is not a simple one. It is a
 complex one, and it is one that is
 not easily understood. It is a system
 that is not easily understood, and it
 is one that is not easily understood.

Name	Age	Sex
John Doe	25	Male
Jane Doe	22	Female
John Doe	25	Male
Jane Doe	22	Female
John Doe	25	Male
Jane Doe	22	Female
John Doe	25	Male
Jane Doe	22	Female
John Doe	25	Male
Jane Doe	22	Female
John Doe	25	Male
Jane Doe	22	Female
John Doe	25	Male
Jane Doe	22	Female
John Doe	25	Male
Jane Doe	22	Female
John Doe	25	Male
Jane Doe	22	Female
John Doe	25	Male
Jane Doe	22	Female
John Doe	25	Male
Jane Doe	22	Female
John Doe	25	Male
Jane Doe	22	Female

- Key: 1. Subject itself of little value
 2. Subject important but inadequately presented
 3. Satisfactory course, adequately presented
 4. Excellent course, well presented
 5. More time allotted for course than necessary

	Evaluation	Comments
<u>Music Placement</u>		
<u>Nutrition</u>		
<u>Organization and Administration</u>		
<u>Physiology</u>		
<u>Principles of Education</u>		
<u>Public Health</u>		
<u>History of the Dance</u>		

III. EVALUATION OF DIRECTED TEACHING PROGRAM

The present plan is as follows: First year, second semester -- practice teaching with classmates; Second year -- one day a week throughout the year in elementary school; Third year -- one day a week throughout the year in secondary school; Fourth year -- five hours of college or other adult group teaching.

Please express your opinion concerning this arrangement. For example: How could it be improved? Is too much time devoted to elementary school teaching? To what extent did your practice teaching prove valuable? In answering these questions, it would help if you would state where you did your directed teaching. Please be entirely frank and state your opinion in some detail.



IV. SOPHOMORE HOSPITAL EXPERIENCE

Do you feel that this experience was of value to you? Yes ()
No ()

Would you advocate eliminating this hospital work from the curriculum?
Yes ()
No ()

V. ADDITIONAL COMMENTS

Did you feel that some courses overlapped, that there was unnecessary duplication of material? In what way?

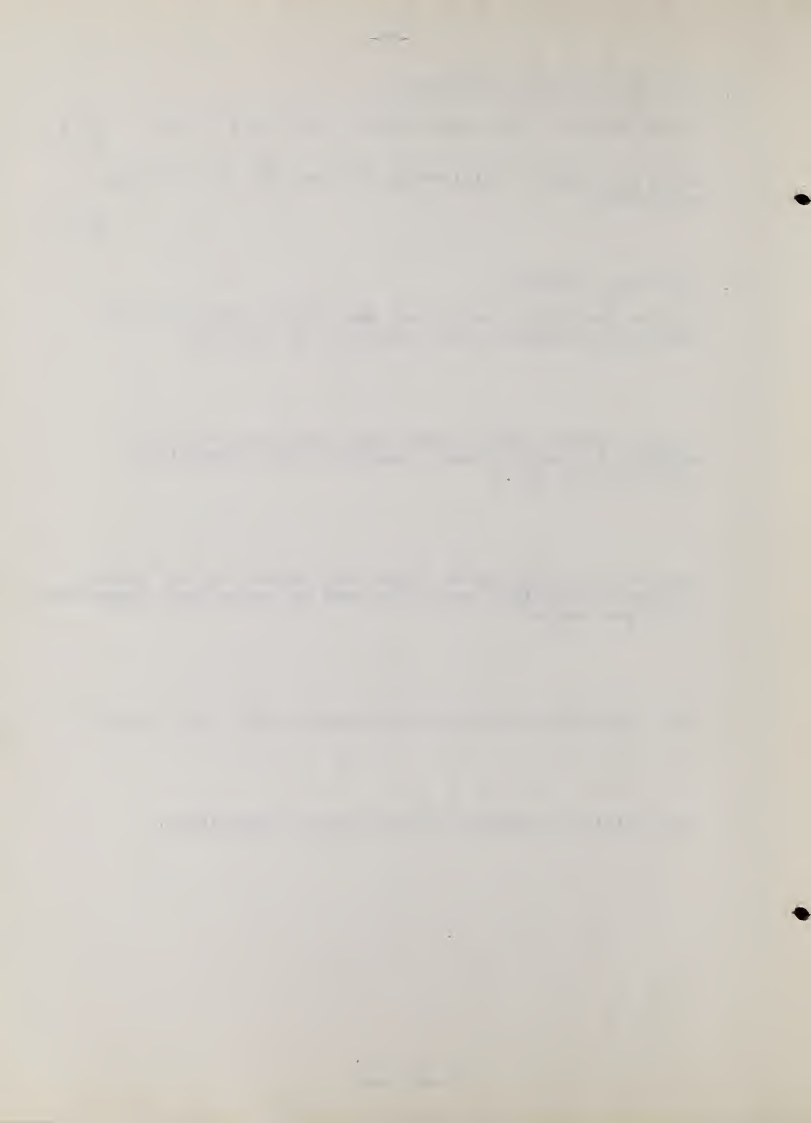
Did you receive enough information concerning sources of additional material, books, teaching aids, professional organizations, etc.?

Can you make constructive suggestions concerning any school policies which might help us to make the whole school experience of greater value?

What suggestions can you offer concerning the camp program?

Any additional comments will be greatly appreciated.

Thank you!



Letter Accompanying the Questionnaire

February 5, 1944

My dear

Would you be willing to dedicate a few minutes of your time and a little mental effort to your Alma Mater?

We are contemplating some revision of our curriculum at school, and we need your help in determining what changes will be of most value to the students. You who have been "through the mill" and have gone out into teaching jobs are in a position to evaluate your training far more effectively than any of us can possibly do. Undoubtedly you have felt some lacks and very possibly feel that some courses could have been of more real value to you, and those are the things we'd like to know.

You will be doing the school and its present and future students a very real service if you will fill out and return the enclosed questionnaire. Please resist the temptation to throw it into the nearest waste basket! And please be perfectly frank in your criticism. We can 'take it'!

Miss Bouvé and the rest of the staff join me in the hope that you are enjoying your work and that you will get into school to see us whenever you can. And we will all appreciate very much your cooperation in this project. It is not easy in these busy days to find time for a single extra task, I know; but I honestly think this is in a good cause, don't you? Here's hoping you do!

Cordially yours,

Director of Teaching

P.S. Even though you may not be teaching at present, won't you give us the benefit of your opinion anyway?

M.R.

Follow-up Card

March 2, 1944

Dear

Now that you have your Income Tax return completed (or have you?), won't you tackle that other tough job--filling out the questionnaire I sent you? At least you won't have to enclose a check! Seriously, if the project is to be of real value, we need your opinion, and I do hope you are planning to send it along soon. The response so far has been extremely good, but I'm fondly hoping for 100 per cent returns. Will you help?

Hopefully yours,

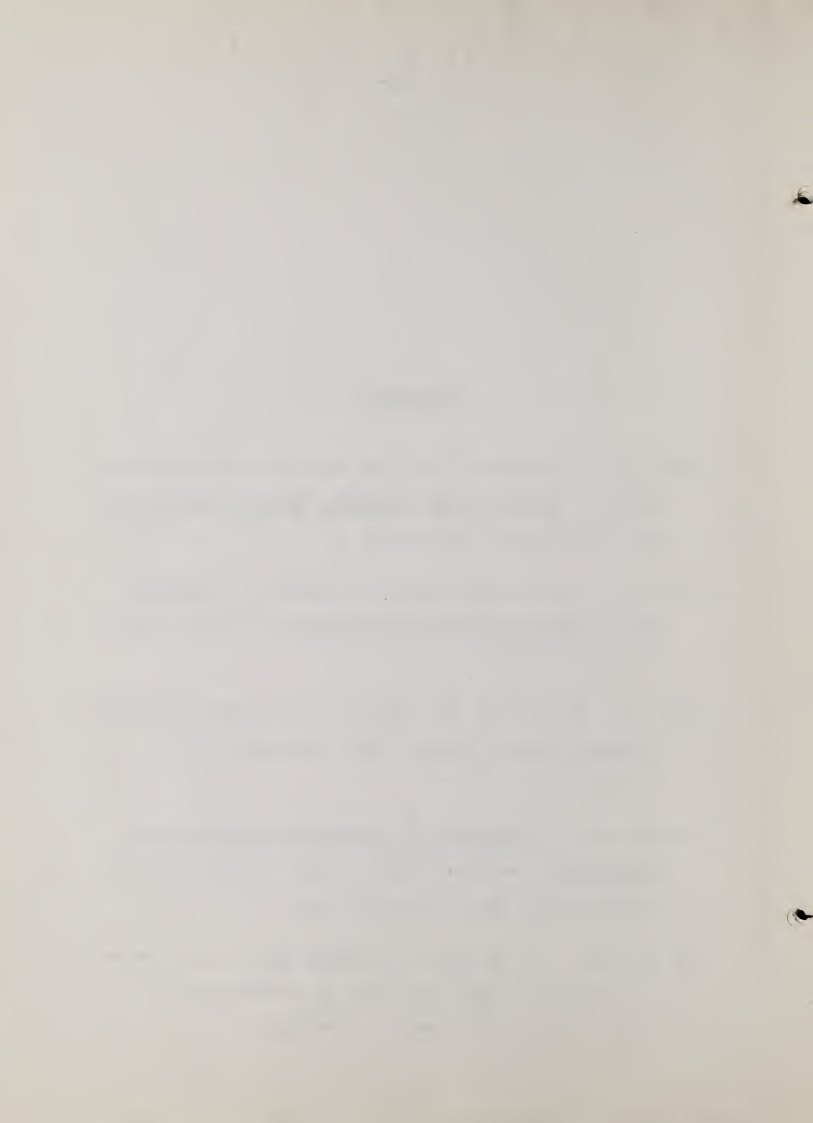
THEORY

1. Introduction

The first part of the paper discusses the theoretical background of the study. It begins with a review of the literature on the topic, highlighting the key findings and gaps in the existing research. The theoretical framework is then presented, which includes a discussion of the underlying principles and concepts that guide the study. This section also outlines the research objectives and the hypotheses that will be tested.

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The first part of the paper is devoted to a general
discussion of the problem of the existence of solutions
of the system of equations

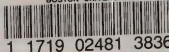
which are subject to the boundary conditions
The second part of the paper is devoted to a
detailed study of the case in which the functions
are assumed to be of the form

where ϕ and ψ are arbitrary functions of the
variables x and y respectively. It is shown that
the system of equations is satisfied if and only if
the functions ϕ and ψ satisfy the conditions

where Δ is the Laplace operator. The third part
of the paper is devoted to a study of the case in
which the functions ϕ and ψ are assumed to be
of the form

where ϕ and ψ are arbitrary functions of the
variables x and y respectively. It is shown that
the system of equations is satisfied if and only if
the functions ϕ and ψ satisfy the conditions

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